DOCUMENT RESUME

ED 296 781 PS 017 401

AUTHOR Hillman, Carol A.
TITLE Sex Role Development: Origins from Birth through Primiparous Parents' Buying Habits and Gifts Received.
PUB DATE Mar 88
NOTE 79p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Color; *Individual Development; Infants; Parents; Sex Differences; *Sex Role; *Sex Stereotypes; *Social Influences; Toys
IDENTIFIERS *Buying Habits; *Gifts

ABSTRACT

This study investigated the construction of sexual identity and sex stereotypes. A total of 32 mainly Caucasian, married primiparous parents attending birthing classes participated in a study of their buying habits and gifts they received prior to and after the birth of their child, and hence, before and after the child's sex was known. Under both conditions, videotapes were made of purchases and gifts. The name, color, and other details were coded for each article. A total of 3,686 articles were recorded. Of these, only 653 were purchased by parents. Parents purchased more items before an infants' birth than after. More gifts were received before birth than after. In general, "society" gives most of its items to a primiparous parent with no knowledge of the sex of child. Items given solely to female babies were dresses, tights, and wash cloths. Items given solely to male babies were toy cars, stack up rings, suction cup toys, basketballs, rubber ducks, stuffed animal pigs, bats, footballs, pins, trucks, balls, changing pads, and activity blankets. White was the most common color. Sex differences were found in the colors of articles given the infants, in decals, and in toys. It is concluded that society defines infants through colors, toys, and decals they deem appropriate for the respective sexes. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED296781

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SEX ROLE DEVELOPMENT: ORIGINS FROM BIRTH THROUGH PRIMIPAROUS PARENTS' BUYING HABITS AND GIFTS RECEIVED

by
Carol A. Hillman

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol A. Hillman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 017401

March 1988

TABLE OF CONTENTS

CHAPTER		Page
I.	INTRODUCTION	3
II.	REVIEW OF THE LITERATURE	7
	Definitions	7
	Theories and Studies	7
	Neonate	12
	Infant	13
	Toddler	19
	Preschool	22
	School Age	24
	Historical Information	25
	Clothing	25
	Toys	27
	Environmental Study	29
III.	METHOD	32
IV.	RESULTS	37
V.	DISCUSSION	62
BIBLIOGRAPHY		66
APPENDICES		69

CHAPTER I - INTRODUCTION

Sexual identity and sex stereotypic behavior can be observed in children as early as two years of age. Boys and girls know their sex gender by then. There is some question as to their irreversible knowledge of this, but by age three, most generally state for themselves that they cannot "change into the other sex". Also, by age three, there are differences between the genders in what they play with and their behavior patterns. A study of 36 children, aged 37 to 46 months, found that "boys are more inclined to prefer to play with blocks and transportation toys while girls are more likely to prefer painting and artwork." (Fagot and Patterson, 1969, p. 566)

There must be roots to these emergences and behaviors as early as age two. Just as morales and cognition develop, so must sexual identity. Each has its beginning and conception with a biological framework implanted. To date, very few studies have been performed to trace the "roots" of what emerges as real or shaped developmental differences in the genders in sex stereotypic behavior and dress. The few that have been done will be discussed in the following chapter as well as a few other related studies of toddler and pre-school aged children. Biologically, other than the obvious physical differences between male and female infants, active neonates have demonstrated, thus far, very few sex differences . In a summary of over 1,400 studies, Maccoby and Jacklin found that some sex role stereotypes have no factual grounds. They are:

1. Girls are more social than boys.
2. Girls are more suggestible than boys.
3. Girls have lower self-esteem.
4. Girls are better at rote learning and simple repetitive tasks; boys at tasks that require higher level conjugative processing and the inhibition of previously learned responses.
5. Boys are more analytic.
6. Girls are more affected by heredity; boys by environment.
7. Girls lack achievement motivation.
8. Girls are auditory; boys are visual.

There are four areas of behavior that are different between the sexes. They are:

1. Girls have greater verbal ability than boys.
2. Boys excel in visual - spatial ability.
3. Boys excel in mathematical ability.
4. Males are more aggressive. (Maccoby and Jacklin, 1974, pp. 349-352)

In infancy directly, the differences in sexes few. Most studies of tactile sensitivity in infancy do not find sex differences. When differences are found, girls are more sensitive, but such findings are rare. (Maccoby and Jacklin, 1974)

Birns (1976) states, "given a room full of infants under two years of age all dressed in yellow it would be difficult, if not impossible, to identify males

and females on the basis of activity level." (p. 238) The theories of how sex differences emerge will also be discussed in the subsequent chapter. However, parental expectations as part of the socialization of sex differences is one area of this process that is just beginning to be explored. Birns (1976), again, states "current and prior research which attempts to get direct measures for parent-infant interaction and studies of non parents indicate consistent findings... American adults in the liberated 70's as well as the 50'sand 60's anticipate and respond to infants differently accordingly to attributed sex, whether or not the sex attribution is correct." (p. 247) She continues by stating that the affects of blue and pink, different toys that are provided, and the usual adult response of "pretty little girl" and "sturdy little boy"...have not been explored. (Birns, 1976, p. 247)

This present research is focused on two of the aforementioned parent socialization practices from birth; that of the affects of blue and pink, and the different toys that are provided for the different sexes. In this age of equality in the work place and equal opportunity for all in profession and salary, are we not more concerned with the early socialization practices and how they may manifest in behaviors from age two and throughout a person's life? Do we stifle opportunities for each gender by simply shaping their clothing and toys from the minute the parents are told they have a male or female infant? Do parents begin encouraging and discouraging overt manners of dress and toys to manipulate within the first month of life? If so, does one sex become more "sex typed" before another through their dress and toys permitted? Are the gifts given a reflection of society's current release of sex appropriate dress and play? Society would be defined, in this case, as the friends and relatives of the newborn who share in the birth with gift giving.

Is there a marked change in the buying habits and gift giving from prior to birth and post birth? Does knowledge of the sex sway the purchases to more clearly define a child's sex role? This study will examine this possibility and in its conclusion draw some assumptions and further implications derived from parent's and society's attempt to begin sex typing at birth through the clothes and toys they deem as necessary for their newborn male or female.

CHAPTER II - REVIEW OF LITERATURE

Before reviewing literature, it is necessary to define the terms that encompsass the area of sex role development. Sex role development manifests itself from a person's gender identity, sex role, sex stereotype/sex typing, and sex typical behaviors. Gender is the label of being a male or female based on the physical genitalia one is born with. Sex role is defined by Jean Block as "a constellation of qualities an individual understands to characterize males and females in his society." (1973, p. 512) Sex stereotypes are those attitudes concerning the appropriateness of activities and/or behaviors for males and females. (Fagot and Kronsberg, 1982) Keep in mind that any stereotype is rarely substantiated by fact, but nevertheless, is accepted as truth for a given population. Other sets of researchers in this area refer to sex stereotype as sex typing. Sex typical behaviors are those that are more typical of one sex than the other; although not exclusive to one sex. (Fagot and Kronsberg, 1982) An example would be that boys and girls both express aggression, but boys typically show more. These four components, thus, make up one's sexual identity.

Three major theoretical approaches in sex role development are most prevalent in research work done at present: biological, cognitive-developmental, and social learning. Baker and Ehrhardt have conducted most of the research concerning any biological findings for sex role development. Prenatally, at about the eighth week of development, differentiation of the reproductive systems begin. Just previous to this, at seven weeks of development, rudimentary forms of both reproductive systems (Mullerian Ducts,

female and Wolffian Ducts, male) are present. A substance called H-Y antigen is secreted only from male reproductive system growth. This produces two hormones; one MIS (Mullerian Inhibiting Substance), which does just as the name implies - that of inhibiting growth of the female reproductive system, and an androgen that stimulates the development of the male reproductive system. In rare cases, female fetuses have been exposed to the androgen prenatally. These children can be given hormone treatments, if necessary, once born and can have any physical abnormalities, such as fused labia or an enlarged clitoris surgically repaired. However, Ehrhardt and Baker show some evidence of more sex typical male behaviors among the androgynized females, such as being "more active", "more likely to be classified as tom boys", and "more interested in careers." (1974, p. 44) Money, in follow up studies has shown them to be successful mothers in later years. (1972) However, Ehrhardt and Baker emphasize the "interaction" of these biological underpinnings with social - cultural factors that create the sex differences that have occurred. (1974, p. 49)

The sexual identity, in the cognitive - developmental theory, is believed to develop in sequential stages in like fashion to affective and cognitive development. Kohlberg has categorized the development of sexual identity in like manner of Piaget's cognitive developmental theory. He states that basic gender identity development is a process that occurs from birth when there is an absence of this identity to a fixed gender identity, gender constancy, by age six. "It seemed to me that the development of the child's physical gender identity category must coincide in time with the development of the other basic physical categories studied by Piaget. If this were the case, gender identity would not become a perceptually or logically unshakable category

until the child reached concrete operation and conservation." (Kohlberg, 1974, p. 211)

Kohlberg's theory is outlined as such: from ages zero to three, children learn to label themselves as either male or female; gender identity begins. From three to six years of age, they become aware that one sex is stable over the life cycle; little boys become men, and vice versa; gender stability. From age six to seven, children understand that sex is constant, despite perceptual transformation; gender constancy. Kchlberg simply asked children whether a girl could turn into a boy and vice versa by changing hair style and/or clothes. By age six or seven, the children were certain that sex could not change regardless of changes in appearance or behavior. (Kohlberg, 1974)

Although constancy of gender identity starts to appear at age four, it does not have a clear logical basis, nor is it linked to genital differences until about age six to seven. This process, demonstrating some ambiguity and regression before becoming fully constant, was studied by Emmerich, Goldman, Kersh, and Sharavany. "The present study provides evidence for a distinct phase in the development of gender identity which occurs after establishment of (preoperational) gender - classification skills and is transitional to attainment of (operational) gender constancy." (Emmerich, et al, 1977, p. 930) To demonstrate constancy, a child within their study needed to supply justification for replying to like questions on reversibility or irreversibility as in Kohlberg's study. This justification was classified by found operational constancy, which reflected gender invariance and stimulus description, referring to an attribute of the transformed stimulant. For example, a girl with a shorter hair cut. The transitional stage was apparent at

four and five and decreased with age by six and seven. The subjects (314 urban children) were also shown to gain gender constancy at an earlier age when rated to have a relatively advanced intellectual age at four. They tended to gain gender constancy at age five and six rather than ages six and seven, for those rated as less advantaged at age four. (Emmerich, et al, 1977)

Spencer K. Thompson became very specific in his study of gender labels in early sex role development. He not only broke down the ages he tested to 24, 30, and 36 month old children, but also looked at three aspects of gender labels - (a) "recognizing that there are two sexes and that consistent labels are applied to them", (b) "including oneself under one of these labels", and (c) "using a sex label to then guide behavior in selecting preference." (Thompson, 1975, p. 399) Thompson used five testing procedures:

1. A self-sort test of same sex and opposite sex pictures.
2. A verbal gender questioning session. For example, are you a boy or girl? Are you going to be a daddy or mommy?
3. A labeled picture preference test. For example, which do you want a picture of an apple for boys or an apple for girls?
4. An auditory gender label preference test where two different tapes said statements like "good girl" on one tape and "good boy" on another.
5. A sex role stereotype test where nine pictures of things that are viewed to be masculine objects, for example a tool or a toy, and nine feminine objects, for example an appliance or a toy, were

asked to be put into boxes - one for fathers or boys and one for mothers and girls.

Results were as follows:

1. Self-sort test - at 24 and 36 months of age the children showed same knowledge. Lowest awareness was at 24 months with all scoring well at 36 months. Boys and girls at 30 months, however, sorted differently. Boys sorted better than girls.
2. Verbal gender - 24 months answered at chant level. At 36 months old, they improved greatly, but even for the 36 months old it was difficult to answer about future parenthood.
3. Label - picture preference - no child shows opposite sex pictures explicitly. Same sex preferences became apparent in the 36 months old.
4. Auditory test - very little preference was noted for either sex. At 36 months of age, only 50% of the children wished to listen to statements about their own sex.
5. Sex role stereotypic test - started at 50% accuracy by all three age groups, with it increasing to 86% accuracy for 36 month olds. (Thompson, 1975, p. 339-344)

Thus, even two year olds can identify different sexes irreversibly. By three years of age, they have instilled attitudes of what is a feminine or masculine oriented object.

Social learning theories, those that emphasize environmental and social influences on observable behavior, cover the bulk of research within the past 14 years of sex role development. Maccoby and Jacklin (1974), in The Psychology of Sex Differences, opened new doors by summarizing many studies and drawing their own conclusions from their summations. In turn, these conclusions have served as catalysts for other researchers to attempt to replicate and/or disprove their conclusions. In particular, parental modelling and reinforcement has been an issue since their printing. Maccoby and Jacklin (1974) state that there is a "remarkable degree of uniformity in the socialization of the two sexes." (p. 348) They do suggest that evidence is limited and research must continue, particularly on the fathers role. The doors were now open for research to really observe parental differences in sex role development. Parents, however, are not the only key people included in this social learning process. Teachers, relatives, and peers are also included in this theory, as well as other environmental factors.

As stated earlier, before the age of two, male and female infants have very few sex typical or sex stereotypic behaviors at birth. Available studies on neonates in the first two weeks of life indicate that female neonates appear to be more sensitive to tactile stimulation and certain oral stimulation, such as sweet formulas. (Fagot and Kronsberg, 1982) It has also been suggested that boys ability to lift their heads higher from a prone position may indicate greater muscular strength. (Fagot and Kronsberg, 1982) Many of these differences, stated above, have not been replicated in Europe. Fagot and Kronsberg state "while boys in the United States are routinely circumcised immediately after birth, this is rarely done in Europe and, therefore, perhaps the sex differences that have been reported in this country are an artifact of

the boys side effect reaction to circumcision." (Fagot and Kronsberg, 1982, p. 197)

Parents, however, show a great deal of differentiated behavior and attitudes with their newborns based on what sex their newborn is. Rubin, Provenzano, and Luria asked 30 primiparous parents, 15 with sons and 15 with daughters, to rate their newborns during the first 24 hours after birth. The children were all full term and comparable in length, weight, and Apgar Scale scores. The rating was done on a continuum of somewhat opposite qualities the child might possess. For example firm - soft, big - little, cuddly - not cuddly, etc. Overall, parents characterized their newborns as "soft", "fine featured", "little", "relaxed", "cuddly", "easy going", "cheerful", "good eater", "calm", "active", "beautiful", "sociable", "well coordinated", "quiet", "alert", "strong", "friendly", and "hardy." (Rubin et al, 1974, p. 516) However, based on the sex of the infant, daughters were rated significantly "softer, finer featured, littler, and more attentive." Fathers were more extreme in their ratings of both sons and daughters than were mothers. Sons were rated as "firmer, larger featured, better coordinated, more alert, stronger, and hardier - and daughters as softer, finer featured, more awkward, more inattentive, weaker, and more delicate - by their fathers and by their mothers. They also characterized one finding as an "oedipal" effect. Mothers rated sons as cuddlier than daughters; while fathers rated daughters cuddlier than sons. (Rubin et al, 1974)

Langlois and Downs, in a study of older children, three and five year olds, suggest that fathers, as compared to mothers and peers, elicit the most socialization pressure for sex type behaviors. Mothers use more rewards for boys' play with cross sex toys than play with same sex toys while rewarding

girls for play with same sex toys. Peers for boys (meaning other boys in this context) reward only slightly higher for playing with same sex toys. Girls' peers, however, expressed no change or reward for either cross sex or same sex toys. Same sex toys were rewarded, cross sex toys were punished. Fathers, on the other hand, were shown to reward play with same sex toys as compared to cross sex toys for both sons and daughters. "Children also received more punishment from their fathers when playing with cross sex toys." (Langlois and Downs, 1970, p. 1245) They also show more positive reaction to daughters than sons as a whole. This may imply that fathers' pressure may be a principal agent in sex role socialization, which reflects a leaning toward perpetuating sex role differences rather than sex role similarities. (Langlois and Down, 1970)

Another study of sex differences in infancy reflect that mothers are behaviorally different with male and female infants. Howard Moss studied mother - infant behavior of 30 primiparous mothers and their infants over the first three months of life. Mothers of sons spent more time physically stimulating them by rocking, touching, and holding them. Mothers of daughters spent more time talking to them. "Males tended to show more irritable behavior in which they were fussier and more difficult to calm than were females. The sex difference seemed to result in more activities on the part of the mother to interact with the male in an effort to quiet them..." (Moss, 1974, p. 154) The one instance of a sex difference in social behavior from this data consisted of mothers imitating, or, if you will, reinforcing the vocalization of a female more often than of a male. (Moss, 1974)

In another study of seven week old infants, both mothers and fathers were asked to work together to get their infant to do specific tasks which

involved trying to get the infant to "visually follow objects, exhibit physical strength and coordination, smile, and vocalize." (Moss, 1974, p. 155) Results report that more time is spent trying to get female infants to smile and vocalize, with mothers participating the longest. The other tasks showed no significant differences. This again supports more verbal time spent with female infants. Moss implied that maternal behavior is initially a response to an infants behavior. (Moss, 1974)

Goldberg and Lewis concentrated on studying year old infants and early sex differences in play. Forty-two boys and 32 girls, all 13 months old, were observed with their mothers during a free play situation. Girls were more reluctant to leave their mothers when removed from mom's lap. Once they did leave, they returned more often, both physically and visually. Female one year olds were also seen to spend more time vocalizing with mom and spend more of their time a shorter distance away from their mother. (Goldberg and Lewis, 1969)

When a barrier of mesh on a wood frame was placed in the room to divide the room in half, the child was placed on one side while the mother was on the opposite side along with the toys. Girls cried and motioned for help "consistently more than boys. Boys, on the other hand, appeared to make a more active attempt to get around the barrier." (Goldberg and Lewis, 1969, p. 26)

Toy preference was also observed. Thirteen categories or types of toys were present. Although there were no sex differences in overall toy preference, there were significant sex differences in the amount of time spent with individual toys and in the ways they were used. Girls tended to sit and play with blocks, peg boards, and a dog and cat more than boys. These all lend

to manipulative, fine motor activities. Boys played with the mallet and lawn mower more, involving more active, gross motor use. Boys also explored with non toys (door knobs, covered outlets, etc.) more. (Goldberg and Lewis, 1969)

Fiering and Lewis replicated the barrier study one year later when the children were two years of age. The girls vocalized for help and made more attempts at problem solving, while the boys spent more time fretting, crying, and looking at their mothers. (Fiering and Lewis, 1979)

Goldberg and Lewis offer a hypothesis that the mother - infant behavior patterns that are initiated in neonate and infant periods, are more and more regulated and rewarded as separate patterns for male and female behavior. The parents then "reinforce these behaviors that they consider sex role appropriate and the child learns these sex role behaviors independent of any internal motive, that is in the same way he learns any appropriate response rewarded by a parent." (Goldberg and Lewis, 1969, p. 30)

As was mentioned earlier in Chapter I, parents and non parents anticipate and respond to infants differently according to attributed sex, <u>whether or not the sex attribution is correct</u>. Will, Self, and Datan studied 11 mothers who had children of both sexes themselves. They each visited and played with a six month old male. Six of the mothers saw the infant in a pink dress and were told the infant's name was "Beth". Five mothers saw the infant in blue pants and were told his name was "Adam". Three toys were available to play with: a fish, a doll, and a train. Data was collected on toy handling and auditory, visual, and tactile stimulation. "Mothers presented the doll more often to the infant perceived as a female. A trend

existed toward more train handling with the male infant, but it was not significant. There were no differences in handling of the fish." (Will, et al,1976, p. 137)

Smiling tended to be more frequent with the "female" infant, but none of the other auditory, visual, or tactile stimulation revealed sex differences. The mothers, however, once interviewed, showed inconsistent responses about how they view male and female infants and their actual behavior. "Even though the mothers behaved differently toward "Beth" and "Adam", they unanimously stated that there was no difference in the way six month infants ought to act. Mothers also said that they encourage rough play with daughters and doll play with sons. The data suggests, however, that "while mothers behave differently toward male and female infants, they do not recognize these differences." (Will, et al, 1976, p. 139) Also of note, the mothers who thought the infant was a girl were very surprised when debriefed.

Caroline Smith and Barbara Lloyd replicated this study with a larger population of mothers of 32 first born infants. Seven toys were used and designated as masculine, feminine, and neutral. Results revealed that only girls were offered a doll initially and boys were only offered the hammer and hour glass. Also, "verbal encouragement to physical action was given more to perceived boys." (Smith and Lloyd, 1978, p. 1264) This research significantly supports the thesis that there are differences in the socialization of girls and boys which begin in early infancy.

What about non parents? The rest of society, how does it socialize our infants? Are there are also significant differences in their demeanor with boys or girls? Condry and Condry gathered 204 subjects, 45 male and 159 female university students, ranging from 18 to 25 years of age. All were non

parents. They were asked to supply how much experience they had with infants and children. Once this was done, they were asked to rate the emotion exhibited by a nine month old infant shown on video tape introduced to four different stimuli: a teddy bear, jack-in-the-box, doll, and buzzer. On the sheet that they did their rating, half were given the name as "David" for the infant, and half were given the name as "Dana". Across all situations, boys were "seen as displaying more pleasure and less than fear than the attributed girl." (Condry and Condry, 1976, p. 817) Also found was that any "negative emotion" expressed by the infant was regarded as anger in the male infant and fear for the female infant. More male adult non parents appear to observe larger differences between attributed boys and girls than do female adult non parents. (Condry and Condry, 1976) This could infer that future fathers from this group expect boys and girls to be different and, thus, treat them so. Previous studies discussed earlier, reflected this same finding in present fathers.

Frisch expanded upon this first research by adding more infants, more toys, and live interaction between a stranger adult and a 14 month old infant. Twenty-four infants were used, attributing one sex or the other in an equal number of sessions. Twelve law and business students, male, and 12 female wives were used as the adult strangers population. All but one had one or more children. There were 48 sessions. Two adults of the same sex were paired with two children of the same actual sex. Adult one saw child one designated as a boy and then had a second session with child two designated as a girl. Adult two saw the same two children with the designations reversed. Results - "girls received more interpersonal stimulation and more nurturant play. Boys received more encouragement for activity and more

male role toy choice from the adults." (Frisch, 1977) Women often chose female role toys and engaged in more nuturant play. The children did not express any sex differences in their own activities. Any differences were on an individual basis and not able to be stereotyped into one sex category of infancy. (Frisch, 1977)

Beverly Fagot studied toddlers. She asked 45 men and 57 women, aged 20 to 25, who did not have any children, to rate a list of 38 behaviors of two year old children as appropriate for boys, girls, or equally appropriate for both sexes. Only six of the 38 behaviors were considered appropriate to one sex by more than five of the adults. The three behaviors rated as masculine were: rough house play, transportation toys, and aggressive behavior. The three behaviors rated as feminine were: play with dolls, dress up, and look in the mirror. Again, however, males rated the behaviors as sex typed significantly more than females. (Fagot, 1973) This could explain why girls show less sex typing in their play behaviors than boys. What begins as less stereotypic in play, is reflected in the attitude of adult females when they have "grown up" and are asked about play styles and toys for infants. Another self-fulfilling prophecy.

Fagot also observed 12 families, consisting of a mother, father, and one child ranging from 18 to 24 months of age. Six of the toddlers were male; six were female. Each family was observed in five 60 minute sessions, with both parents present. Fagot found that boys played with blocks and manipulative objects significantly more than girls. Girls asked for help, played with dolls, danced, and dressed up significantly more than boys. Both parents gave girls more praise and criticism than boys. Mothers gave more praise

and criticism than fathers. Both parents joined boys play more often than girls play. However, boys were left to play alone more than girls. Again, fathers rated behaviors as more sex appropriate than mothers on a follow up child rating questionnaire. All, however, expressed a desire to be impartial on opportunities for their children. "The fact that parents react differently to boys and girls in some cases, despite a strong commitment to impartial treatment toward the sexes, suggest that the child's behavior may be exerting pressure for certain types of parental reaction." (Fagot, 1974, p. 556-558)

Fagot extended this study with a larger population of 24 families just to verify or disprove the above statement. Behaviors were divided into three categories : (a) sex preferred behaviors - those behaviors showing a significant difference in occurrence between boys and girls, (b) sex stereotyped behaviors - those behaviors rated by the parents as appropriate to only one sex, and (c) a category rating as active motor play, dependency on adults, and aggression. The sex preferred behaviors were: girls - soft toys, dolls, dancing and asked for help; boys - blocks, manipulative objects, and transportation toys. The sex stereotyped behaviors rated by the parents were: boys - rough and tumble play and aggressive behavior; girls - doll play, dress up like mother, and dance. Note that dolls and dancing were also sex preferred behaviors. In the category ratings, aggressive behaviors were rarely seen, dependent behavior was already well established in sex preferred behaviors of girls, and active motor behaviors were not sex preferred. Replication from the earlier study was found in these areas:

1. Boys were more likely to be left alone.
2. Parents joined in the play of boys more often than girls.

3. Girls were given more praise and criticism.

4. Mothers gave more criticism than fathers.

Contrary to the past study, mothers did not give more praise than fathers. Fagot summizes that sex stereotyping is present among parents and that the process of instilling these stereotypes is a "subtle process of precursors of more complex later behaviors." (Fagot, 1978, p. 465)

Cherry and Lewis focused their research on toddlers (two year olds) in the area of mothers and their verbal interaction with them. They enlisted six mother-male pairs and six mother-female pairs to observe for 15 minutes each. Results revealed that mothers of girls talked more to their infants than mothers of boys. (Cherry and Lewis, 1976)

Once a child enters any type of child care setting, new significant others come into play. Teachers, aides, care takers, etc., are now part of the socializing child and their attitudes and behaviors will also play a part in sex differences. Etaugh, Collins, and Guersen observed children in a toddler nursery school. Ten boys and six girls ranging from 18 to 30 months of age were observed for play behaviors and teacher behavior toward them. Girls were more likely than boys to paint, help the teacher, read and listen to books; while boys preferred to hammer and play with transportation toys. Teachers reinforced boys and girls equally often, however, they reinforced a greater proportion of feminine behaviors than masculine behaviors for both boys and girls. (Etaugh, et al, 1975)

Honig and Wittmer observed 50 low income toddlers, 24 to 30 months old, in metropolitan day care centers. Teacher interactions with both boy and girl toddlers were observed. "Care givers did not differ significantly in the

number of bids made to male versus female toddlers who were either non-engaged or actively involved in play. They did, however, make significantly more bids to boys were in need/distress behaviors than girls." (Honig and Wittmer, 1983, p. 68) An example of a need/distress behavior is that of needing help with a puzzle or needing help working with blocks cooperatively with another peer. Also, significantly more bids were made to male toddlers engaged in negative behaviors. Males engaged in negative behaviors more overall, but the proportion responded to by teachers was higher for boys than for girls. Boys were also found to ask for help significantly more than girls and they used more negative means to do so. Honig (1983) states "teachers in child care may need to search out ways to help young male toddlers express these needs. Adults, need to learn to channel male toddlers needs for control and attention into more appropriate attention seeking expressive bids." (pp. 68-69)

These findings are consistent with findings of pre-schoolers behavior and the behavior of their teachers toward them. Fagot's research findings were mentioned in Chapter I. Servin, O'Leary, Kent, and Tonick observed 15 preschool classes at four schools on 20 six minute observation records. Two types of behavior were analyzed and then related to teacher involvement. They were deceptive behaviors, those which included aggression, destruction, and ignoring; and dependent behavior, including solicitation, proximity, and crying. Boys were found to emit significantly more aggression and ignoring. Girls had a higher rate of proximity. Teacher reactions to these significant findings were then analyzed. Teachers respond to disruptive behaviors more frequently for boys. For aggressive behaviors, the response was three times higher for boys than for girls. Boys were also given more instructional time

(extended conversations, brief directions, and extended direction) than girls. Girls received more attention only when proximately close to the teacher. Boys, on the other hand, received a fairly constant rate of attention regardless of their distance from the teacher. Teachers also gave rewarding attention for participatory behavior more so to boys. (Servin, et al, 1973)

Girls, it is summized, are reinforced to stay close as they receive the most attention that way. Boys get attention at any distance from the teacher and also receive more attention in both participatory and descriptive behaviors. More research is needed in this area to infer the "whys" and "results" of these behaviors and what behaviors it may be "rooting" for the future classrooms of a child's life.

Peterson and Bell further studied aggression on the part of 75 preschoolers. They excluded any child in their study whose in utero existence and delivery were in any way unusual. This was done to eliminate the possibility of statistical association with later developmental disturbances that have been shown to be possible factors of aggression. Even with this precaution, eight out of the 12 categories of aggression show significantly higher rates for boys than girls. Also found, was that boys showed more gross motor activity and manipulated physical objects more. Females showed more imitation of models in a passive, non-aggressive situation, participated in more repetitive and modulated activities, showed more continuity of play, and ate more solids during a refreshment period. (Peterson and Bell, 1970)

Laosa and Brophy studied 93 children of kindergarten age, 60 to 83 months old, to see if sex role development and intelligence differed among them based on sex and birth order. Birth order was mostly not significant in sex differences, but sex differences did exist. Laosa and Brophy used a

series of ten scales to determine sex differences. The scales they used were as follows:

1. It scale for children
2. Draw a person
3. Toy preferences
4. Game preferences
5. Occupational preferences
6. Sex - role adoption rating
7. Sociometric play observation
8. Parental dominance and power
9. Primary mental abilities
10. Peer preferences

When asked to choose one in a pair of game drawings in which children were of the same or different sex, and asked to choose one of a pair of pictures of toys typically played with by boys or girls, the children typically chose playmates of their own sex and toys typical of their own sex. According to their teacher, they also preferentially chose peers of their own sex and play style. (Laosa and Brophy, 1972) By kindergarten age, children not only value same sex activities and objects, but also prefer them.

In older aged children, school age on up, the number of studies and sex differences decrease. Petersen and Wittig voice a definite need for more research in this area, particularly in "behavioral characteristics over the life cycle." (Petersen and Wittig, 1979, p. 7) Maccoby and Jacklin have

summarized the few differences; spatial visualization and verbal skills as noted in Chapter I.

Before considering this research, it was thought best to include a bit of historical background on the dress and toys of children in the United States. Have parents dressed and provided toys for their children in an attempt to separate the sexes in the past?

Clothing, historically, has been used to distinguish boys from girls and vice versa. Little information of specifics for infants can be found. The manner of dressing infants and younger children changed very slowly, evolving over the course of centuries. "National and even class differences in this age group are far less pronounced than among adults where we can generally spot a Dutchman, Scot, and Frenchman a mile away. Throughout the West in the temperate zone north of the equator, infants were swaddled or bound for the first few months. As soon as the crawling age came, the child was relieved of clothing. In the warmer climate and in warm rooms he or she was naked. A precautionary napkin was sometimes wrapped around the child when it was held on the lap. Only when in cooler climates did they add a loin cloth. Small boys who were still in the women's domain, wore long skirted dresses and caps. They were almost like their sisters. Even the boys hair was dressed like the girls. But, from the first year on, certain stylistic differences marked the boys clothing from those of the girls. Upper parts of the boys dresses were cut with a suggestion of a doublet. The waist line was frequently finished off with points, though they served only a decorative purpose. The short sleeves ended in cuffs as in a man's style, only later appropriated by the women. By the age of three or four, miniature swords

hanging from baldricks were also worn by boys." (Warwick, Pitz, and Wyckogg, 1965, pp. 237-255)

Bridles, at age one, were attached to all children's clothing. They were like reins connected to their cloths as supports for babies first steps. They were also sometimes used for restraints to keep the youngster from falling out of chairs. They, too, were used as a mark of "maleness" when they were older. The girls bridles or reins were removed much sooner than males. Males wore these bridles much longer than was needed for the purpose of either helping them to walk or to restrain them. All young infants wore close caps in layers. Girls tended to begin looking more like a bonnet the older they became and started to disappear for boys. All young infant boys and girls also wore aprons, but the older the child became the more elaborate the apron would become for a girl and it would disappear for a boy. (Labell, Cecil, and Ulunified, 1971)

More than the distinction between the sexes at this time in the United States, is the predominating attempt to have children mimic adults in fashion. "The clothing designed for children and young people in the 1880's reflected the attitudes and ignorances of the adults. Children's clothing was not stylized for function and hygiene, for freedom, sanitation, and for play. It was made to be looked at with satisfaction by parents and other adults. The most vigorous of exercises pictured in the fashion pages of the journal of 1880's represent rolling hoops, jumping ropes, and running with balloons as the activities of childhood. Whenever fashions changed for the adult, they did so in miniature for the growing child. A hat style for mother was also one for daughter of 12 to 16 years. Despite the hard usage, the unbecoming style, or the impracticability, dresses confined the wearers to proper decorum

and inert display. This fact was hardly conducive to activity or to childhood's precious heritage, the white heat of imaginative abandonment in play." (Kerr, Rose, and Notzorg, 1951, p. 33) Even as late as 1951, little girls and their mothers were dressed alike with fringe, trims, flowers, sashes, and definitely dresses.

Even more lacking is information on children's toys historically, especially for infants. But what is available does reflect a desire to have sex preferred toys on the parts of the parents providing for their children. "The educational value of experimental chemistry led the Victorian father to encourage his boys to work with chemical. Playing with toys according to sex regulations, never together but always in groups of the same sex, has been abandoned by modern coeducational practice in nursery schools and day nurseries where doll houses are part of the play equipment. It has been observed that there is no natural tendency for children of the under six group to split into divided camps. The normal boys want to share in the play with the girls and together look after dolls and arrange the furniture. By the same token, the girls welcome the opportunity of sharing in the play with trains and soldiers, which our grandparents believed were reserved for boys only; just as the proper place for little girls was beside a doll house." (Daiken, 1963, pp. 27-28)

Until the 1850's the name doll house was not used in England. The current term was baby house. Dictionaries defined a doll as "child's baby or a girl's toy baby." In 1851, at the Victoria and Albert Museum, the catalog states that "boys toys are the most philosophical things in the world", and that "toys of the gentler sex are more concerned with the kinder feelings of the heart: tenderness, love, and the domestic virtues." (Daiken, 1963, p. 22)

During the nineteenth century, children knew the cubby-bear as Bruin. The word, Teddy, was introduced in 1903 when an American buyer and a German designer named, Frau Margareete Steeff, of Würrtemberg, collaborated on the idea of making a plush "doll" of brown plush and substituting the doll's head with a bear's head. It's purpose was to be primarily a boy's doll. "The story goes that the buyer was visiting Frau Steeff's doll and soft toy factory in the Black Forest. While discussing the latest news, the American opened a Washington newspaper which had just published a cartoon showing Teddy Roosevelt after a bear hunt in the Rocky Mountains. At his feet was a small bear which he had shot." (Daiken, 1963, p. 118) The idea blossomed and Teddy Bears are still a huge success. Note its purpose - to make a sex appropriate "doll" for boys.

An extensive attempt on the part of this researcher was made to try to find out when pink and blue were determined as "sexist colors". It has come to this researchers attention, based on the fact that this information is lacking, that it has simply come out of tradition. A very small sampling of calling the area hospitals in the metro area of Grand Rapids found that historically they have used crib cards in the children's nursery to designate pink for girls and blue for boys. There is no set policy written down in most every case to do such, but they have felt it necessary to help parents learn and identify their child's gender. Some hospitals use crib cards as well as bracelets that are pink and blue. Rarely are blankets pink or blue, but they are either a solid white or of a variegated pastel coloring. One hospital in particular, however, was just now changing to pink or blue name bracelets for the children. They felt that parents wanted these things and also felt "that a parent would be angry if a child arrived in their room with a blanket

the color considered to be of the opposite sex wrapped around it." (Personal communication, February, 1988)

Only one study of the actual physical environment of home life for children under the age of six was found during this research. Rheingold and Cook recorded the contents of the rooms of 96 children, aged one to 71.6 months. Each child had their own room. Four girls and four boys at each half year of life were chosen to have their rooms viewed. Thirteen classes of items were made. These classes were:

1. Animal furnishings
2. Books
3. Dolls
4. Educational - art material
5. Floral furnishings
6. Ruffles
7. Spacial - temporal objects
8. Sports equipment
9. Stuffed animals
10. Toy animals
11. Vehicles
12. Furniture
13. Musical items

"Color was a characteristic of all objects, but was in most instances too variegated to yield to tallying." (Rheingold and Cook, 1975, p. 460)

Results were as follows:

1. Vehicle toys - boys had more at every age. The main number for girls was always less than one.
2. Rooms - boys rooms contained more animal furnishings, more educational art materials, more spacial - temporal toys, more sports equipment, and more toy animals. Girls rooms contained more dolls, more floral furnishings, and more ruffles.
3. No differences by sex appeared in the number of children's books, furniture, musical objects, and stuffed animals.
4. Dolls - almost twice as many dolls were in girls rooms than boys. However, the dolls that were in boys rooms were different than those in girls rooms.
   A. Only eight of the 48 boys rooms contained a female doll, while 41 of the 48 girls rooms did.
   B. Three of the boys rooms contained a baby doll, while 26 of the girls rooms did.
   C. Male dolls appeared in 36 of the boys rooms and 28 of the girls rooms.
5. Number of books increased as the age of the child increased, as did dolls as well as educational art materials.
6. Floral furnishings peaked at an age of two and then decreased.

In more specific areas of items rated just for overall data: "No girl's room contained a depot of any kind, live animal, or animal cage. No girl had a crane, cement mixer, front end loader car, corn harvester, or lawn mower. Boys had cannons; girls had none. Girls had 12 doll carriages, strollers, or swings; boys had none. Twelve girls had refrigerators, stoves, sinks,

irons, pots and pans, and tea sets. Two boys under two years of age had any of these items; one had a coffee pot, the other a set of spoons". In summary, boys were provided objects that encouraged activities directed away from home - sports, cars, military, and animals. Girls were provided with objects directed toward the home - keeping house and caring for children. "How parents furnish their rooms of their boys and girls may well document differences in other classes of their behavior toward their sons and daughters." (Rheingold and Cook, 1975, p. 460-463)

Are not the environments children live in a reflection of what parents want to provide and introduce to their children? Do children request and receive preferred toys and other items? This present study is an attempt to demonstrate that sex differences originate in concrete, tangible items (clothing, toys, decoration in room) within the first months of life. Are these not the "roots" to building sex differences in our children? Up to the age of 11, when formal thought can begin "reeducating", if you will, our thoughts about how male and female persons should act, we have begun building sex role, and stereotypic views and behaviors into our children. That is a foundation of 11 years to undo, redo, or keep static once formal operations of thinking begin. This study will demonstrate the tangible beginnings of sex role typing through the clothes and toys which are used for infants. These preferences, by parents and their gift giving friends and relations, are their reflections and "built up beliefs" incorporated into their own lives and passed on to their infants. Color, dismissed in Rheingold and Cook's study, is of primary importance here as a determiner of expressing the desire to assign a child as male or female.

CHAPTER III - METHOD

A population of 37 primiparous parents was obtained for this study. The parents were volunteers originating from a wide range of child birthing classes held in the fall of 1987 in the greater Grand Rapids area. Child birthing classes included Lamaze, ASPO Lamaze, Grand Valley Health Plan, Bradley Childbirth Method, and classes held at Metropolitan Hospital and Blodgett Memorial Medical Center. Population originated from Cutlerville, Wayland, Coopersville, Kentwood, Wyoming, Holland, Zeeland, Grand Haven, East Grand Rapids, Grandville, Comstock Park, Belmont, and Grand Rapids proper. Five of the couples obtained were ultimately eliminated from the study due to one having a serious illness occur, three having apathy toward being involved, and one misunderstanding that this study was for first time parents. That couple was in their second marriage and the woman had a five year old son from a previous marriage. Thus, a population of 32 was used in the final analysis and results to be reported.

The couples, when asked to volunteer for this study, were all informed that their buying habits would be analyzed both prior to and post birth of their child. Their gifts would also be analyzed in like fashion. It was explained that buying habits may change once a baby is born for many reasons and the analysis will be on the change, if any. Reasons for change were listed out very nonchalantly so as to not suggest that sex of the baby may be what may cause a change. Reasons included: twins, breast or bottle feeding, handicaps, sex of child, or special needs of mother or father. Sex of child was listed as a possible reason for change or non-change in buying habits among all the other reasons.

Parents were given the option to call the researcher to volunteer or sign-up immediately once the explanation for the study had been delivered. The latter was a more effective means of gaining population. Thirty-five of the 37 volunteers were derived from immediate sign-up. Only two had the initiative to call the researcher.

Appendices A and B are examples of the legal release form and demographic sheet that all involved were to fill out. Both of these forms were filled out during the first visitation, prior to the birth of their baby.

Table 1 reflects the results of the demographics collected. Nearly 97% of the population was married and Caucasian. The mean educational level of wives was a bit more than junior college education. Husbands were also at this same educational level average. Income level ranged from $20,000 to $70,000, with a mean income of $40,000 to $50,000. The women's age range was from 19 to 38. Men's ages ranged from 23 to 40. Those married were married for an average of a little over 2-1/2 years. This table has one added data included, that of what sex baby the population had and the total number of male and female babies that were eventually born. A total of 15 male and 17 female infants were born.

Parents were phoned a few days before each visit, prior and post birth, to remind them of the researchers needs and as a friendly reminder to be at home.

The first visitation was done approximately one week, ranging from 10 to seven days, prior to the due date of the parent's child. Three babies were born earlier than their due date. Special arrangements were made to come to the home as soon as possible and parents consciously showed only the gifts and parent purchases prior to their child's birth. Any others were set aside

Table 1
Demographics

ID*	Status	Race	Education		Income	Age		Marital Length	Baby's Sex
			Wife	Husband		Wife	Husband		
01	M	C	3	3	6	24	36	2	M
02	M	C	2	5	4	24	25	1	F
03	M	C	3	2	8	29	34	1	M
05	M	C	5	5	6	25	27	1	F
06	M	C	3	5	4	26	26	2	M
08	M	C	5	3	7	30	40	3	F
09	M	C	6	6	3	28	30	7	M
10	M	C	5	3	6	23	30	2	F
11	S	C	3	3	3	19	23	0	M
13	M	C	8	5	7	35	30	1	M
14	M	C	5	5	8	24	25	2	F
15	M	C	5	5	5	26	26	4	M
16	M	C	4	3	6	29	29	1	M
18	M	C	3	2	3	27	25	4	F
19	M	C	5	7	3	23	29	1	M
20	M	C	5	5	4	28	27	4	M
21	M	C	5	5	4	38	28	1	F
22	M	C	6	5	6	29	29	4	F
23	M	B	5	3	4	25	25	1	M
24	M	C	5	5	4	26	26	4	F
25	M	C	5	5	4	28	26	1	F
26	M	C	3	3	4	29	29	5	F
27	M	C	7	7	5	36	29	2	M
28	M	C	5	7	5	27	27	2	F
29	M	C	3	2	4	33	32	7	M
30	M	C	3	2	3	27	34	1	F
32	M	C	3	5	7	28	30	4	F
33	M	C	5	5	6	27	27	4	F
34	M	C	5	7	5	27	27	4	F
35	M	C	2	5	6	28	31	6	M
36	M	C	5	5	3	25	24	1	F
37	M	C	6	7	8	30	30	3	M

*Numbers 04, 07, 12, 17, and 31 were those eliminated from the study.

	Education		Income	Age		Marriage Length	Total Male Newborns	Total Female Newborns
	Wife	Husband		Wife	Husband			
Minimum	2.00	2.00	3.00	19.00	23.00	0.00	15	17
Maximum	8.00	7.00	8.00	38.00	40.00	7.00		
Range	6.00	5.00	5.00	19.00	17.00	7.00		
Average/Mean	4.47	4.53	5.03	27.59	28.63	2.69		
Mode	5.00	5.00	4.00	27/28	27/29/30	1.00		
Std Devia	1.39	1.56	1.57	3.82	3.60	1.84		
Variance	1.94	2.44	2.47	14.52	12.98	3.40		

Married	96.87%	Caucasian	96.87%
Single	3.13%	Black	3.13%

Code Defined

Status	Race	Education	Income
M - Married	H - Hispanic	1 - Inc. HS	1 - 0-10K
S - Single	B - Black	2 - HS Grad	2 - 10-20K
	C - Caucasian	3 - < 2 Years	3 - 20-30K
	O - Oriental	4 - JC Grad	4 - 30-40K
	X - Other	5 - Bachelors	5 - 40-50K
		6 - Post Grad	6 - 50-60K
		7 - Masters	7 - 60-70K
		8 - P.H.D. Work	8 - 70K+
		9 - P.H.D. Grad	

to be viewed in the second visitation. Not only did the parent(s) fill out the forms mentioned earlier, but also a video taping of all the purchases the parents made and gifts given was done. This took between 20 to 45 minutes of time. Careful attention was made to verbalize on the video tape the article, colors, details, and type toy being recorded. Careful attention was also given to verbally labeling it as either a parent purchase or a gift. Borrowed items were not included. Money given was included, but was considered as a parent purchase once a conscious decision on the part of the parents was made to buy something with it.

Once the taping was done, all data collection was done on the form included in Appendix C. The sheet was circled for first visit and then each article, its color(s), and detail(s) were recorded.

The second visitation was engaged when the newborn was one month old. The population was instructed to call the researcher soon after the baby's birth. The researcher kept careful records on a calendar and called the parent three weeks after the determined due date if the parent had not been heard from. Each visit was approximately four weeks later than the actual birth date, ranging from 28 to 32 days later. It was the view of the researcher that the majority of gifts received since the infants birth would have been given by such time. Any later than that, and it was also believed that the parent's might become more confused as to what was given, what was purchased, what was before birth, and what was after birth, especially since items were now in use daily for their newborn. Total number of visits was 74 once all visits were completed. They began in October of 1987 and ended in February of 1988 when the final baby had arrived. Second visits took anywhere from 10 to 20 minutes time and entailed only video taping parent

purchases and giftsgiven post birth of the baby. It might be best to note now the willing, helpful, and interested atmosphere the researcher experienced with this population. This was greatly appreciated.

Again, once away from the home, the tape was viewed; this time circling that this was a second visit and all other information was recorded. A total of 14 hours of videotape was used, and data collected from in prior to and post birth visits combined. Programs were then developed for both data entry and data results for computer use. Data was inputted into an item data base for compilation and final analysis. These Tables will be included in Chapter IV, The Results.

Parents involved will be sent a thank you and a summary of the research outcome once the project is complete.

CHAPTER IV - RESULTS

Compilation of data was recorded on computer. Article, color of item, and detail were all coded as shown in Tables 2, 3, and 4.

The first finding was one not anticipated by the researcher in the project proposal. This study consisted of a total of 3,686 entries or articles recorded. This includes articles for both prior and post-visitations. Of this total, only 653, or 17.58%, of them were parent purchases. Three thousand thirty-three, or 81.61%, were gifts received. (The totals may not equal 100% exactly due to rounding.) This study will more accurately reflect any change in buying habits on the part of friends and relatives, if you will, society's views of the newborn's needs based on the ignorance of the sex prior to birth and the knowledge of the sex of the infant post birth. Broken down further to reflect either first visit (prior to birth) and second visit (post birth), 1,842 items were gifts (76.69%) and 560 items were parent purchases (23.31%) in the first visit, and 1,191 items were gifts (92.76%) and 93 items were parent purchases (7.24%) in the second visit. The bulk of all items, parent purchased and gifts given, are obtained before the babies birth; 2,402 items (65.17%). Post birth of all items were 1,284 in total, or 34.83%. Far fewer items are purchased by the parent or given as a gift post birth overall, but gifts given far outweigh parent purchases post birth.

Parents purchase more items, significantly, before an infants birth than post birth; 560 items (85.76%) to 93 items (14.24%), respectively. Gifts received are also a greater number; 1,842 items (60.75%) before birth than post birth 1,191 (39.27%). (See Figure 1)

Table 2
Article Code Reference

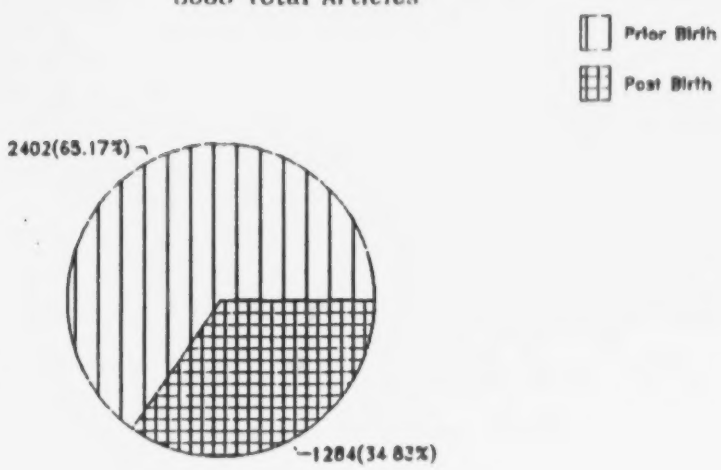
Article Code	Article Description
01	BLANKET
02	SOCKS
03	SHOES
04	HOODED TOWEL
05	OUTFIT
06	SLEEPER
07	DRESS
09	TIGHTS
10	SHIRT
11	SLACKS
12	ZIP UP BLANKET
13	RECEIVING BLANKET
14	STROLLER
15	PLAY PEN
16	BEDDING
17	LAP PADS
18	SWEATER SET
19	BUNTING/SNOW SUIT
20	BONNETT/HAT/CAP
22	ONESIE
23	CAR SEAT PAD
24	CAR SEAT
25	SWING
26	JUMP UP/BOUNCY SEAT
27	BOOTIES
28	DIAPER BAG
29	PAJAMAS/ROBE
30	PINS
31	WALKER
32	HIGH CHAIR
34	SHEETS
35	T-SHIRTS
36	LAYETTE GOWN
37	MOBILE
38	WASH CLOTHS
39	COMB & BRUSH SET
40	BABY CARRIER/SNUGGLI
41	BACK PACK
42	RATTLE
43	BALL
45	DOLL
46	RINGS
47	KEYS
48	BAT
49	ACTIVITY BOARDS
50	ACTIVITY BLANKET
51	BLOCKS
52	BOOK
53	SUCTION CUP TOY
54	CLOWN
55	WAGON
56	ROCKING HORSE
57	SHAPE SORTER
58	BOOMER RINGS
59	STUFFED - DINASOUR
60	STUFFED - MONKEY
61	STUFFED - LION
62	STUFFED - GOOSE
63	STUFFED - GIRAFFE
64	STUFFED - FROG
65	STUFFED - COW
66	STUFFED - CAT
67	STUFFED - DOG
68	STUFFED - BEAR
69	STUFFED - LAMB
70	STUFFED - BUNNY
71	STUFFED - ELEPHANT
72	STUFFED - BIRD
73	FOOTBALL
74	CHANGING PAD
75	BASKETBALL
77	RUBBER DUCK
78	SLIPPERS
79	PILLOW
80	BATH TOY
81	SQUEAKY TOY
82	CAR SEAT TOY
83	RHINO-STUFFED
84	BEAVER-STUFFED
85	HIPPO-STUFFED
86	MOUSE-STUFFED
87	ROBE
88	TEETHER
89	PIG-STUFFED
90	STACK-UP RINGS
91	PUZZLE
93	SEAL-STUFFED
94	TOY CAR
95	SHORTS
96	COAT/JACKET
97	TRUCK
98	SLIP

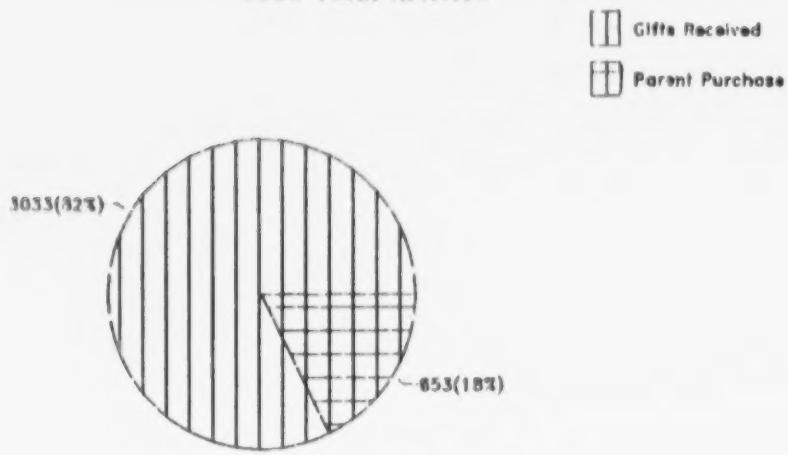
Table 3
Color Code Reference

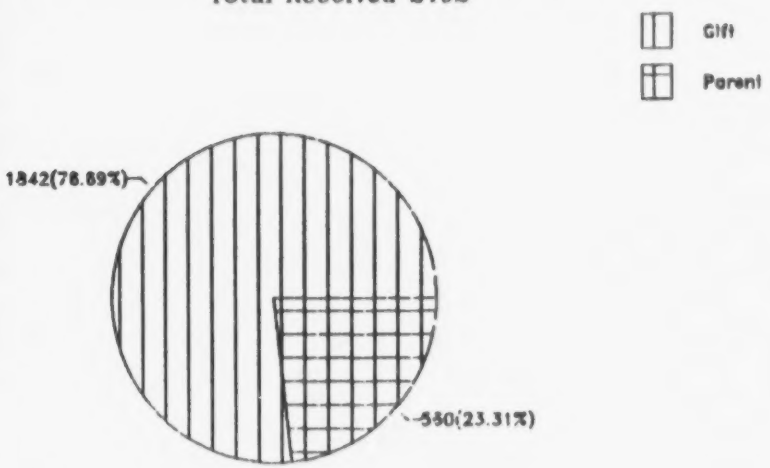
Color Code	Color Description
001	YELLOW
002	YELLOW/WHITE
003	YELLOW/BLUE
004	YELLOW/RED
005	YELLOW/GREEN
006	YELLOW/BLACK
007	YELLOW/GRAY
008	YELLOW BROWN
009	YELLOW/ORANGE
010	YELLOW/PURPLE
011	YELLOW/PEACH
012	YELLOW/PINK
013	YELLOW /WHITE/BLUE
014	YELLOW/WHITE/RED
015	YELLOW/WHITE/GREEN
016	YELLOW/WHITE/BLACK
017	YELLOW/WHITE/GRAY
018	YELLOW/WHITE/BROWN
019	YELLOW/WHITE/ORANGE
020	YELLOW/WHITE/PURPLE
021	YELLOW/WHITE/PEACH
022	YELLOW/WHITE/PINK
023	YELLOW/WHITE/GREEN/PINK
024	YELLOW/WHITE/GREEN/BLUE
025	YELLOW/WHITE/GREEN/ORANGE
026	YELLOW/WHITE/GREEN/PURPLE
027	YELLOW/WHITE/GREEN/PEACH
028	YELLOW/WHITE/GREEN/BLUE/PINK
029	YELLOW/WHITE/GREEN/BLUE/PINK/PURPLE
030	YELLOW/WHITE/GREEN/BLUE/PINK/PURPLE/ORANGE
040	BLUE
041	WHITE/YELLOW
042	BLUE/WHITE
043	BLUE/RED
044	BLUE/GREEN
045	BLUE/BLACK
046	BLUE/GRAY
047	BLUE/BROWN
048	BLUE/ORANGE
049	BLUE/PURPLE
050	BLUE/PEACH
051	BLUE/PINK
052	BLUE/WHITE/PINK/PURPLE
060	RED
061	RED/GREEN
063	RED/WHITE/GREEN
064	RED/WHITE/BLACK
065	RED/WHITE/BROWN
080	GREEN
081	GREEN/WHITE
082	GREEN/BLUE
083	GREEN/GRAY
084	GREEN/ORANGE
085	GREEN/PINK
086	GREEN/WHITE/PURPLE
100	BLACK
101	BLACK/WHITE
102	BLACK/RED
103	BLACK/GREEN
120	GRAY
121	GRAY/YELLOW
122	GRAY/PINK
123	GRAY/PURPLE
124	GRAY/BLACK
125	GRAY/WHITE
140	BROWN
160	ORANGE
180	PURPLE
182	PURPLE/WHITE
200	PEACH
220	PINK
221	PINK/WHITE
222	PINK/PURPLE
223	PINK/GRAY
240	WHITE
242	WHITE/BLUE
243	WHITE/RED
244	WHITE/GREEN
245	WHITE/BLACK
246	WHITE/GRAY
247	WHITE/BROWN
248	WHITE/ORANGE
249	WHITE/PURPLE
250	WHITE/PEACH
252	WHITE/BLUE/RED
253	WHITE/BLUE/GREEN
255	WHITE/BLUE/PINK/YELLOW
256	WHITE/BLUE/GREEN/ORANGE
257	BLUE/PINK/WHITE
258	RED/GRAY

Table 1
Decal Code Reference

Decal Code	Decal Description
01	ANIMAL
02	TOYS/BLOCKS/KITES
03	FOOD
04	WORDS FEMALE
05	WORDS MALE
06	WORDS NEUTRAL
07	ALPHABET
08	NUMBERS FEMALE
09	NUMBERS MALE
10	NUMBERS NEUTRAL
11	VEHICLES/WAGON/HOT AIR BALLOON
12	BABY NOTION/PINS
13	LACE
14	RUFFLE
15	BUCKLE
16	MALE PERSON
17	FEMALE PERSON
18	FLOWER/TREES/PLANTS
19	HEARTS
20	CARTOON
21	BOW/RIBBON
22	SHAPES/STARS/DOTS/SQUIGGLE
23	STRIPES
24	BALLOON
25	BALLET SLIPPERS
26	ARMY
27	ATHLETIC EQUIPMENT
28	WINTER/SNOW/ETC.
29	CHRISTMAS
30	CLOWN
31	RAINBOW
32	CLOUDS/SUN/MOON
33	CARSEAT TOY
34	SQUEAKY TOY
35	TOOLS







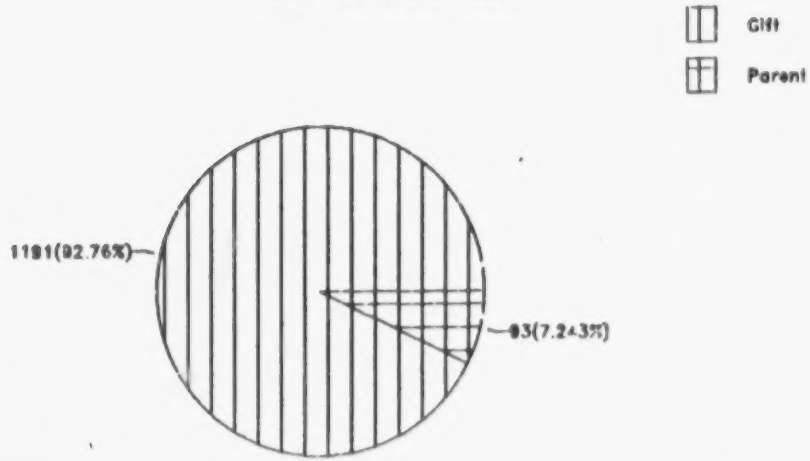


Figure 1. Graphs: Analysis of Articles

One can summize that "society" gives most of its items to a primaparous parent with no knowledge of the sex of the child since most items are received before its birth. Appendix D provides a breakdown by individual population ID for:

1. Total of items received.
2. Prior to birth:
   a. Total number of gifts
   b. Total number of parent purchases
3. Post birth:
   a. Total number of gifts
   b. Total number of parent purchases

The percentage of these totals is also reflected.

As first time parents, with the high expense of a newborn and its necessary paraphernalia, would they return items they found as sex typed or sex stereotyped? Is this even an issue for most? The researcher thinks that the gift and the need for the help in giving the child its required items, far outweighs the want to return or refuse items that might begin such a sex role development process.

The next analysis was on the frequency of each article's occurrence. Table 5 shows this tally overall. Table 6 shows these occurrences broken down by whether they were more prevalent in the first or second visitation. A weighting was then incorporated to compensate for the lopsided amounts of obvious greater numbers in the first visitation. As stated previously, the

Table 5
Article Frequency

Article Number	Article Description	Frequency	Article Number	Article Description	Frequency
1	BLANKET	244	52	BOOK	53
2	SOCKS	145	53	SUCTION CUP TOY	7
3	SHOES	18	54	CLOWN	11
4	HOODED TOWEL	88	55	WAGON	1
5	OUTFIT	260	56	ROCKING HORSE	4
6	SLEEPER	561	57	SHAPE SORTER	7
7	DRESS	56	58	BOOMER RINGS	3
8	BARRETTS	0	59	STUFFED - DINASOUR	1
9	TIGHTS	14	60	STUFFED - MONKEY	5
10	SHIRT	85	61	STUFFED - LION	7
11	SLACKS	61	62	STUFFED - GOOSE	1
12	ZIP UP BLANKET	13	63	STUFFED - GIRAFFE	5
13	RECEIVING BLANKET	130	64	STUFFED - FROG	2
14	STROLLER	24	65	STUFFED - FROG	4
15	PLAY PEN	8	66	STUFFED - CAT	4
16	BEDDING	30	67	STUFFED - DOG	25
17	LAP PADS	42	68	STUFFED - BEAR	123
18	SWEATER SET	110	69	STUFFED - LAMB	15
19	BUNTING/SNOW SUIT	90	70	STUFFED - BUNNY	16
20	BONNETT/HAT/CAP	40	71	STUFFED - ELEPHANT	12
21	HAT	0	72	STUFFED - BIRD	25
22	ONESIE	140	73	FOOTBALL	3
23	CAR SEAT PAD	19	74	CHANGING PAD	5
24	CAR SEAT	36	75	BASKETBALL	2
25	SWING	21	76	BASEBALL	0
26	JUMP UP/BOUNCY SEAT	14	77	RUBBER DUCK	2
27	BOOTIES	42	78	SLIPPERS	1
28	DIAPER BAG	34	79	PILLOW	5
29	PAJAMAS/ROBE	11	80	BATH TOY	12
30	PINS	20	81	SQUEAKY TOY	16
31	WALKER	7	82	CAR SEAT TOY	1
32	HIGH CHAIR	9	83	RHINO-STUFFED	3
34	SHEETS	125	84	BEAVER-STUFFED	2
35	T-SHIRTS	168	85	HIPPO-STUFFED	2
36	LAYETTE GOWN	104	86	MOUSE-STUFFED	3
37	MOBILE	17	87	ROBE	2
38	WASH CLOTHS	110	88	TEETHER	19
39	COMB & BRUSH SET	11	89	PIG-STUFFED	3
40	BABY CARRIER/SNUGGLI	18	90	STACK-UP RINGS	5
41	BACK PACK	2	91	PUZZLE	1
42	RATTLE	123	93	SEAL-STUFFED	2
43	BALL	18	94	TOY CAR	1
45	DOLL	22	95	SHORTS	4
46	RINGS	27	96	COAT/JACKET	6
47	KEYS	18	97	TRUCK	1
48	BAT	2	98	SLIP	1
49	ACTIVITY BOARDS	20			
50	ACTIVITY BLANKET	9			
51	BLOCKS	14			

Table 6
Articles Broken Down by Visit / Weighted Results

Article Description	Article Number	VISIT #1	VISIT #2	0.6517 WEIGHTING #1	0.3483 WEIGHTING #2	DIFFERENCE	
SHEETS	34	119	6	182.60	17.23	165.37	Visit #1
T-SHIRTS	35	147	21	225.56	60.29	165.27	
RECEIVING BLANKET	13	120	10	184.13	28.71	155.42	
BLANKET	1	188	56	288.48	160.78	127.70	
WASH CLOTHS	38	99	11	151.91	31.58	120.33	
HOODED TOWEL	4	76	12	116.62	34.45	82.17	
LAYETTE GOWN	36	84	20	128.89	57.42	71.47	
ONESIE	22	104	36	159.58	103.36	56.22	
SOCKS	2	104	41	159.58	117.71	41.87	
LAP PADS	17	36	6	55.24	17.23	38.01	
DIAPER BAG	28	29	5	44.50	14.36	30.14	
BEDDING	16	26	4	39.90	11.48	28.41	
PINS	30	18	2	27.62	5.74	21.88	
TEETHER	88	17	2	26.09	5.74	20.34	
COMB & BRUSH SET	39	11	0	16.88	0.00	16.88	
CAR SEAT PAD	23	16	3	24.55	8.61	15.94	
CAR SEAT	24	27	9	41.43	25.84	15.59	
RINGS	46	21	6	32.22	17.23	15.00	
SWING	25	17	4	26.09	11.48	14.60	
HIGH CHAIR	32	8	1	12.28	2.87	9.40	
JUMP UP/BOUNCY SEAT	26	11	3	16.88	8.61	8.27	
CLOWN	54	9	2	13.81	5.74	8.07	
SUCTION CUP TOY	53	6	1	9.21	2.87	6.34	
STUFFED - LION	61	6	1	9.21	2.87	6.34	
ROCKING HORSE	56	4	0	6.14	0.00	6.14	
SHORTS	95	4	0	6.14	0.00	6.14	
STROLLER	14	17	7	26.09	20.10	5.99	
BABY CARRIER/SNUGGLI	40	13	5	19.95	14.36	5.59	
MOBILE	37	12	5	18.41	14.36	4.06	
CHANGING PAD	74	4	1	6.14	2.87	3.27	
STACK-UP RINGS	90	4	1	6.14	2.87	3.27	
BEAVER-STUFFED	84	2	0	3.07	0.00	3.07	
BACK PACK	41	2	0	3.07	0.00	3.07	
STUFFED - FROG	64	2	0	3.07	0.00	3.07	
ROBE	87	2	0	3.07	0.00	3.07	
HIPPO-STUFFED	85	2	0	3.07	0.00	3.07	
SEAL-STUFFED	93	2	0	3.07	0.00	3.07	
WALKER	31	5	2	7.67	5.74	1.93	
SHAPE SORTER	57	5	2	7.67	5.74	1.93	
STUFFED - GOOSE	62	1	0	1.53	0.00	1.53	
STUFFED - DINASOUR	59	1	0	1.53	0.00	1.53	
WAGON	55	1	0	1.53	0.00	1.53	
PUZZLE	91	1	0	1.53	0.00	1.53	
BATH TOY	80	8	4	12.28	11.48	0.79	
ACTIVITY BLANKET	50	6	3	9.21	8.61	0.59	
RHINO-STUFFED	83	2	1	3.07	2.87	0.20	
MOUSE-STUFFED	86	2	1	3.07	2.87	0.20	
BALL	43	11	6	16.88	17.23	-0.35	

BLOCKS	51	9	5	13.81	14.36	-0.55	|
PAJAMAS/ROBE	29	7	4	10.74	11.48	-0.74	|
PLAY PEN	15	5	3	7.67	8.61	-0.94	|
STUFFED - GIRAFFE	63	3	2	4.60	5.74	-1.14	|
STUFFED - MONKEY	60	3	2	4.60	5.74	-1.14	|
STUFFED - BIRD	72	16	9	24.55	25.84	-1.29	|
BASKETBALL	75	1	1	1.53	2.87	-1.34	|
BAT	48	1	1	1.53	2.87	-1.34	|
PIG-STUFFED	89	1	1	1.53	2.87	-1.34	|
ZIP UP BLANKET	12	8	5	12.28	14.36	-2.08	|
STUFFED - CAT	66	2	2	3.07	5.74	-2.67	|
CAR SEAT TOY	82	0	1	0.00	2.87	-2.87	|
BALL	44	0	1	0.00	2.87	-2.87	|
TRUCK	97	0	1	0.00	2.87	-2.87	|
TOY CAR	94	0	1	0.00	2.87	-2.87	|
SLIPPERS	78	0	1	0.00	2.87	-2.87	|
SLIP	98	0	1	0.00	2.87	-2.87	|
KEYS	47	11	7	16.88	20.10	-3.22	|
BOOMER RINGS	58	1	2	1.53	5.74	-4.21	|
STUFFED - DOG	67	15	10	23.02	28.71	-5.69	|
RUBBER DUCK	77	0	2	0.00	5.74	-5.74	|
SQUEAKY TOY	81	9	7	13.81	20.10	-6.29	|
STUFFED - BUNNY	70	9	7	13.81	20.10	-6.29	|
STUFFED - ELEPHANT	71	6	6	9.21	17.23	-8.02	|
FOOTBALL	73	0	3	0.00	8.61	-8.61	|
RATTLE	42	78	45	119.69	129.20	-9.51	|
PILLOW	79	1	4	1.53	11.48	-9.95	|
STUFFED - FROG	65	0	4	0.00	11.48	-11.48	|
COAT/JACKET	96	1	5	1.53	14.36	-12.82	|
SHOES	3	8	10	12.28	28.71	-16.44	|
STUFFED - LAMB	69	6	9	9.21	25.84	-16.63	|
ACTIVITY BOARDS	49	9	11	13.81	31.58	-17.77	|
STUFFED - BEAR	68	75	48	115.08	137.81	-22.73	|
BONNETT/HAT/CAP	20	20	20	30.69	57.42	-26.73	|
SLEEPER	6	359	202	550.87	579.96	-29.09	|
DOLL	45	7	15	10.74	43.07	-32.33	|
BUNTING/SNOW SUIT	19	51	39	78.26	111.97	-33.72	|
BOOK	52	26	27	39.90	77.52	-37.62	|
TIGHTS	9	0	14	0.00	40.20	-40.20	|
BOOTIES	27	15	27	23.02	77.52	-54.50	|
SWEATER SET	18	57	53	87.46	152.17	-64.70	|
SHIRT	10	34	51	52.17	146.43	-94.25	|
SLACKS	11	13	48	19.95	137.81	-117.86	|
DRESS	7	2	54	3.07	155.04	-151.97	v
OUTFIT	5	65	195	99.74	559.86	-460.12	Visit #2

bulk of items are obtained prior to an infant's birth. Therefore, the number of times an article appeared was divided by 0.6519 with the first visit count (the percentage that reflects this as the bulk amount) and by 0.3483 in the second visit count. Table 6 also reflects this incorporation. The results are placed in order by their significance rather than by order of code number. The outer number, both at the top and bottom, are the articles that are given more at the first visit (+) or at the second visit (-). Those in the middle reflect more balance giving prior to and post birth. Results reflect the following:

1. Items that are most prevalent overall are: sleepers, socks, onesies, layettes, hooded towels, wash cloths, blankets, receiving blankets, t-shirts, and sheets.
2. Articles that appear more prior to birth are: sheets, t-shirts, receiving blankets, blankets, wash cloths, hooded towels, layettes, onesies, and socks.
3. Articles that appear more post birth are: sleepers.

This reflects the same conclusion that most purchases are made with no knowledge of sex of the baby, prior to birth.

Table 7 now includes whether the baby was a female or a male and is based on second visit only. It incorporates the knowledge of the sex of the baby. Due to the fact that there were slightly more female babies than male babies, a weighting system was also incorporated in these figures. The amount of an article given to a female baby was divided by 0.5313 and for male babies by 0.4688. Results are ordered by percentage from completely

Table 7
Articles Appearing by Sex/Second Visit/Weighted Results

ARTICLE DESCRIPTION	ARTICLE CODE	17 FEMALE	15 MALE	53.13% 16.88% WEIGHTING FEMALE	WEIGHTING MALE	PERCENTAGE FEMALE	PERCENTAGE MALE	
DRESS	7	54	0	101.6	0.0	100.0%	0.0%	Female
TIGHTS	9	14	0	26.4	0.0	100.0%	0.0%	
WASH CLOTHS	38	11	0	20.7	0.0	100.0%	0.0%	
BOOMER RINGS	58	2	0	3.8	0.0	100.0%	0.0%	
STUFFED - GIRAFFE	63	2	0	3.8	0.0	100.0%	0.0%	
SHAPE SORTER	57	2	0	3.8	0.0	100.0%	0.0%	
HIGH CHAIR	32	1	0	1.9	0.0	100.0%	0.0%	
BIB	33	1	0	1.9	0.0	100.0%	0.0%	
RHINO-STUFFED	83	1	0	1.9	0.0	100.0%	0.0%	
MOUSE-STUFFED	86	1	0	1.9	0.0	100.0%	0.0%	
STUFFED - LION	61	1	0	1.9	0.0	100.0%	0.0%	
SLIPPERS	78	1	0	1.9	0.0	100.0%	0.0%	
CAR SEAT TOY	82	1	0	1.9	0.0	100.0%	0.0%	
SLIP	98	1	0	1.9	0.0	100.0%	0.0%	
KEYS	47	6	1	11.3	2.1	84.1%	15.9%	
BOOK	52	23	4	43.3	8.5	83.5%	16.5%	
SQUEAKY TOY	81	5	1	9.4	2.1	81.5%	18.5%	
STUFFED - ELEPHANT	71	5	1	9.4	2.1	81.5%	18.5%	
DOLL	45	12	3	22.6	6.4	77.9%	22.1%	
MOBILE	37	4	1	7.5	2.1	77.9%	22.1%	
RECEIVING BLANKET	13	4	1	7.5	2.1	77.9%	22.1%	
BOOTIES	27	20	6	37.6	12.8	74.6%	25.4%	
PAJAMAS/ROBE	29	3	1	5.6	2.1	72.6%	27.4%	
SWING	25	3	1	5.6	2.1	72.6%	27.4%	
ONESIE	22	26	9	48.9	19.2	71.8%	28.2%	
STUFFED - BIRD	72	6	3	11.3	6.4	63.8%	36.2%	
PLAY PEN	15	2	1	3.8	2.1	63.8%	36.2%	
LAYETTE GOWN	36	13	7	24.5	14.9	62.1%	37.9%	
ACTIVITY BOARDS	49	7	4	13.2	8.5	60.7%	39.3%	
BLOCKS	51	3	2	5.6	4.3	57.0%	43.0%	
COAT/JACKET	96	3	2	5.6	4.3	57.0%	43.0%	
HOODED TOWEL	4	7	5	13.2	10.7	55.3%	44.7%	
SWEATER SET	18	30	22	56.5	46.9	54.6%	45.4%	
T-SHIRTS	35	12	9	22.6	19.2	54.1%	45.9%	
BLANKET	1	31	25	58.4	53.3	52.2%	47.8%	
SLEEPER	6	107	87	201.4	185.6	52.0%	48.0%	
BONNETT/HAT/CAP	20	11	9	20.7	19.2	51.9%	48.1%	
SOCKS	2	21	19	39.5	40.5	49.4%	50.6%	
RATTLE	42	23	21	43.3	44.8	49.1%	50.9%	
STUFFED - BEAR	68	24	23	45.2	49.1	47.9%	52.1%	
STUFFED - DOG	67	5	5	9.4	10.7	46.9%	53.1%	
SHEETS	34	3	3	5.6	6.4	46.9%	53.1%	
RINGS	46	3	3	5.6	6.4	46.9%	53.1%	
PILLOW	79	2	2	3.8	4.3	46.9%	53.1%	
TEETHER	88	1	1	1.9	2.1	46.9%	53.1%	
WALKER	31	1	1	1.9	2.1	46.9%	53.1%	
STUFFED - CAT	66	1	1	1.9	2.1	46.9%	53.1%	
STUFFED - MONKEY	60	1	1	1.9	2.1	46.9%	53.1%	

CLOWN	54	1	1	1.9	2.1	16.9%	53.1%	|
OUTFIT	5	90	103	169.4	219.7	13.5%	56.5%	|
STUFFED - LAMB	69	4	5	7.5	10.7	11.4%	58.6%	|
STUFFED - BUNNY	70	3	4	5.6	8.5	39.8%	60.2%	|
SLACKS	11	20	28	37.6	59.7	38.7%	61.3%	|
SHOES	3	4	6	7.5	12.8	37.0%	63.0%	|
BABY CARRIER/SNUGGLI	40	2	3	3.8	6.4	37.0%	63.0%	|
DIAPER BAG	28	2	3	3.8	6.4	37.0%	63.0%	|
BUNTING/SNOW SUIT	19	15	24	28.2	51.2	35.5%	64.5%	|
CAR SEAT	24	3	6	5.6	12.8	30.6%	69.4%	|
BALL	43	2	4	3.8	8.5	30.6%	69.4%	|
JUMP UP/BOUNCY SEAT	26	1	2	1.9	4.3	30.6%	69.4%	|
CAR SEAT PAD	23	1	2	1.9	4.3	30.6%	69.4%	|
SHIRT	10	15	35	28.2	74.7	27.4%	72.6%	|
BATH TOY	80	1	3	1.9	6.4	22.7%	77.3%	|
BEDDING	16	1	3	1.9	6.4	22.7%	77.3%	|
STUFFED - FROG	65	1	3	1.9	6.4	22.7%	77.3%	|
ZIP UP BLANKET	12	1	4	1.9	8.5	18.1%	81.9%	|
LAP PADS	17	1	5	1.9	10.7	15.0%	85.0%	|
STROLLER	14	1	6	1.9	12.8	12.8%	87.2%	|
PIG-STUFFED	89	0	1	0.0	2.1	0.0%	100.0%	|
RUBBER DUCK	77	0	2	0.0	4.3	0.0%	100.0%	|
BASKETBALL	75	0	1	0.0	2.1	0.0%	100.0%	|
STACK-UP RINGS	90	0	1	0.0	2.1	0.0%	100.0%	|
FOOTBALL	73	0	3	0.0	6.4	0.0%	100.0%	|
SUCTION CUP TOY	53	0	1	0.0	2.1	0.0%	100.0%	|
TRUCK	97	0	1	0.0	2.1	0.0%	100.0%	|
BAT	48	0	1	0.0	2.1	0.0%	100.0%	|
TOY CAR	94	0	1	0.0	2.1	0.0%	100.0%	|
ACTIVITY BLANKET	50	0	3	0.0	6.4	0.0%	100.0%	|
PINS	30	0	2	0.0	4.3	0.0%	100.0%	v
CHANGING PAD	74	0	1	0.0	2.1	0.0%	100.0%	Male

female articles, to completely male articles. Results are as follows:

1. Items that were solely given to female babies were: dresses, tights, and wash cloths.
2. Items that were solely given to male babies were: toy car, stack up rings, suction cup toys, basketball, rubber duck, stuffed animal pig, bat, football, pins, trucks, ball, changing pad, and activity blanket.
3. Booties, mobiles, receiving blankets, dolls, stuffed elephants, squeaky toys, books, and keys were significantly given to female infants more than male infants at a 75% or greater level.
4. Stuffed frogs, bath toys, beddings, zip up blankets, lap pads, and strollers were given to male more prevalently than female infants, again at a 75% or greater level.

Colors, decals, and toys were then analyzed and all calculated in the same manner as articles were. Tables 8, 9, and 10 reflect overall frequency of each. Tables 11, 12, and 13 reflect the same numbers broken down between first and second visitations and reflect the same calculations to compensate for the bulk of data being in the first visit as well. Again, they are in order of significance rather than by code number. Positive differences reflect first visit priority; negative differences reflect second visit priority. Results were as follows:

Table 8
Color Frequency

Color Number	Color Description	Frequency	Color Number	Color Description	Frequency
1	YELLOW	362	100	BLACK	5
2	YELLOW/WHITE	89	101	BLACK/WHITE	5
3	YELLOW/BLUE	14	102	BLACK/RED	2
4	YELLOW/RED	1	120	GRAY	67
5	YELLOW/GREEN	16	122	GRAY/PINK	2
7	YELLOW/GRAY	1	123	GRAY/PURPLE	1
10	YELLOW/PURPLE	20	125	GRAY/WHITE	2
11	YELLOW/PEACH	1	140	BROWN	95
12	YELLOW/PINK	1	160	ORANGE	5
13	YELLOW/WHITE/BLUE	7	180	PURPLE	40
15	YELLOW/WHITE/GREEN	14	182	PURPLE/WHITE	14
19	YELLOW/WHITE/ORANGE	1	200	PEACH	10
20	YELLOW/WHITE/PURPLE	4	220	PINK	170
22	YELLOW/WHITE/PINK	3	221	PINK/WHITE	89
23	YELLOW/WHITE/GREEN/PINK	5	222	PINK/PURPLE	5
24	YELLOW/WHITE/GREEN/BLUE	3	223	PINK/GRAY	1
28	YELLOW/WHITE/GREEN/BLUE/PINK	4	240	WHITE	1243
30	YELLOW/WHITE/GREEN/BLUE/PINK/PURPLE/ORANGE	2	242	WHITE/BLUE	160
40	BLUE	336	243	WHITE/RED	53
41	WHITE/YELLOW	1	244	WHITE/GREEN	6
43	BLUE/RED	14	245	WHITE/BLACK	11
44	BLUE/GREEN	2	246	WHITE/GRAY	9
45	BLUE/BLACK	1	248	WHITE/ORANGE	5
46	BLUE/GRAY	10	249	WHITE/PURPLE	4
50	BLUE/PEACH	2	250	WHITE/PEACH	2
51	BLUE/PINK	8	252	WHITE/BLUE/RED	19
52	BLUE/WHITE/PINK/PURPLE	2	253	WHITE/BLUE/GREEN	3
60	RED	96	254	WHITE/BLUE/GREEN	4
61	RED/GREEN	4	255	WHITE/BLUE/PINK/YELLOW	92
63	RED/WHITE/GREEN	1	257	BLUE/PINK/WHITE	19
64	RED/WHITE/BLACK	13	258	RED/GRAY	10
65	RED/WHITE/BROWN	1			
80	GREEN	150			
81	GREEN/WHITE	25			
82	GREEN/BLUE	5			
83	GREEN/GRAY	5			

Table 9
Decal Frequency

Decal Number	Decal Description	Frequency	Decal Number	Decal Description	Frequency
1	ANIMAL	1060	19	HEARTS	57
2	TOYS/BLOCKS/KITES	152	20	CARTOON	66
3	FOOD	21	21	BOW/RIBBON	70
4	WORDS FEMALE	6	22	SHAPES/STARS/DOTS	118
5	WORDS MALE	15	23	STRIPES	72
6	WORDS NEUTRAL	51	24	BALLOON	64
7	ALPHABET	24	25	BALLET SLIPPERS	4
9	NUMBERS MALE	1	26	ARMY	2
10	NUMBERS NEUTRAL	7	27	ATHLETIC EQUIPMENT	40
11	VEHICLES/WAGON	86	28	WINTER/SNOW/ETC.	3
12	BABY NOTION/PINS	105	29	CHRISTMAS	38
13	LACE	30	30	CLOWN	26
14	RUFFLE	31	31	RAINBOW	31
16	MALE PERSON	15	32	CLOUDS/SUN/MOON	41
17	FEMALE PERSON	28	34	SQUEAKY TOY	2
18	FLOWER/TREES/PLANTS	160	35	TOOLS	1

Table 10
Toy Frequency

Article Number	Toy Description	Frequency	Article Number	Toy Description	Frequency
42	RATTLE	123	67	STUFFED - DOG	25
43	BALL	17	68	STUFFED - BEAR	123
45	DOLL	22	69	STUFFED - LAMB	15
46	RINGS	27	70	STUFFED - BUNNY	16
47	KEYS	18	71	STUFFED - ELEPHANT	12
48	BAT	2	72	STUFFED - BIRD	25
49	ACTIVITY BOARDS	20	73	FOOTBALL	3
50	ACTIVITY BLANKET	9	75	BASKETBALL	2
51	BLOCKS	14	77	RUBBER DUCK	2
52	BOOK	53	80	BATH TOY	12
53	SUCTION CUP TOY	7	81	SQUEAKY TOY	16
54	CLOWN	11	82	CAR SEAT TOY	1
55	WAGON	1	83	RHINO-STUFFED	3
56	ROCKING HORSE	4	84	BEAVER-STUFFED	2
57	SHAPE SORTER	7	85	HIPPO-STUFFED	2
58	BOOMER RINGS	3	86	MOUSE-STUFFED	3
60	STUFFED - MONKEY	5	89	PIG-STUFFED	2
61	STUFFED - LION	7	90	STACK-UP RINGS	5
62	STUFFED - GOOSE	1	91	PUZZLE	1
63	STUFFED - GIRAFFE	5	92	PIG-STUFFED	1
64	STUFFED - FROG	2	93	SEAL-STUFFED	2
65	STUFFED - FROG	4	94	TOY CAR	1
66	STUFFED - CAT	4	97	TRUCK	1

Table 11
Color Broken Down by Visit / Weighted Results

COLOR DESCRIPTION	COLOR CODE	VISIT #1	VISIT #2	0.6517 WEIGHTING #1	0.3483 WEIGHTING #2	DIFFERENCE	
WHITE	240	917	326	1407.09	935.97	471.11	Visit #1
YELLOW	1	294	68	451.13	195.23	255.89	-
YELLOW/WHITE	2	79	10	121.22	28.71	92.51	|
GREEN	80	109	39	167.25	111.97	55.28	|
WHITE/BLUE/PINK/YELLOW	255	67	25	102.81	71.78	31.03	|
YELLOW/PURPLE	10	17	3	26.09	8.61	17.47	|
YELLOW/GREEN	5	14	2	21.48	5.74	15.74	|
YELLOW/WHITE/GREEN	15	11	3	16.88	8.61	8.27	|
YELLOW/WHITE/GREEN/PINK	23	5	0	7.67	0.00	7.67	|
GREEN/WHITE	81	18	7	27.62	20.10	7.52	|
RED/WHITE/BLACK	64	10	3	15.34	8.61	6.73	|
YELLOW/WHITE/GREEN/BLUE	24	3	0	4.60	0.00	4.60	|
ORANGE	160	4	1	6.14	2.87	3.27	|
WHITE	241	2	0	3.07	0.00	3.07	|
BLACK/RED	102	2	0	3.07	0.00	3.07	|
WHITE/PEACH	250	2	0	3.07	0.00	3.07	|
GRAY/WHITE	125	2	0	3.07	0.00	3.07	|
BLUE/WHITE/PINK/PURPLE	52	2	0	3.07	0.00	3.07	|
PEACH	200	7	3	10.74	8.61	2.13	|
YELLOW/WHITE/GREEN/BLUE/PINK	28	3	1	4.60	2.87	1.73	|
YELLOW/WHITE/PURPLE	20	3	1	4.60	2.87	1.73	|
WHITE/BLUE/GREEN	254	3	1	4.60	2.87	1.73	|
RED/WHITE/BROWN	65	1	0	1.53	0.00	1.53	|
PINK/GRAY	230	1	0	1.53	0.00	1.53	|
BLUE/BLACK	45	1	0	1.53	0.00	1.53	|
YELLOW/PINK	12	1	0	1.53	0.00	1.53	|
YELLOW/GRAY	7	1	0	1.53	0.00	1.53	|
YELLOW/PEACH	11	1	0	1.53	0.00	1.53	|
GRAY/PINK	123	1	0	1.53	0.00	1.53	|
WHITE/GREEN	244	4	2	6.14	5.74	0.40	|
WHITE/BLUE/GREEN	253	2	1	3.07	2.87	0.20	|
YELLOW/WHITE/PINK	22	2	1	3.07	2.87	0.20	|
BLUE/RED	43	9	5	13.81	14.36	-0.55	|
YELLOW/BLUE	3	9	5	13.81	14.36	-0.55	|
BLACK/WHITE	101	3	2	4.60	5.74	-1.14	|
BLACK	100	3	2	4.60	5.74	-1.14	|
BLUE/PEACH	50	1	1	1.53	2.87	-1.34	|
YELLOW/WHITE/GREEN/BLUE/PINK/PURPLE/ORANGE	30	1	1	1.53	2.87	-1.34	|
BLUE/GREEN	44	1	1	1.53	2.87	-1.34	|
YELLOW/WHITE/BLUE	13	4	3	6.14	8.61	-2.48	|
YELLOW/RED	4	0	1	0.00	2.87	-2.87	|
PINK/GRAY	223	0	1	0.00	2.87	-2.87	|
WHITE/YELLOW	41	0	1	0.00	2.87	-2.87	|
RED/WHITE/GREEN	63	0	1	0.00	2.87	-2.87	|
YELLOW/WHITE/ORANGE	19	0	1	0.00	2.87	-2.87	|
WHITE/GRAY	246	5	4	7.67	11.48	-3.81	|
BLUE/PINK	51	4	4	6.14	11.48	-5.35	|
GREEN/GRAY	83	2	3	3.07	8.61	-5.54	|

WHITE/ORANGE	248	2	3	3.07	8.61	-5.54	|
GRAY/PINK	122	0	2	0.00	5.74	-5.74	|
WHITE/PURPLE	249	1	3	1.53	8.61	-7.08	|
RED/GREEN	61	1	3	1.53	8.61	-7.08	|
PURPLE/WHITE	182	7	7	10.74	20.10	-9.36	|
WHITE/BLACK	245	5	6	7.67	17.23	-9.55	|
PINK/PURPLE	222	1	4	1.53	11.48	-9.95	|
RED/GRAY	258	4	6	6.14	17.23	-11.09	|
BLUE/GRAY	46	4	6	6.14	17.23	-11.09	|
GREEN/BLUE	82	0	5	0.00	14.36	-14.36	|
WHITE/BLUE/RED	252	9	10	13.81	28.71	-14.90	|
WHITE/RED	243	36	25	55.24	71.78	-16.54	|
WHITE/BLUE	242	100	60	153.44	172.27	-18.82	|
BROWN	140	57	38	87.46	109.10	-21.64	|
BLUE/PINK/WHITE	257	7	12	10.74	34.45	-23.71	|
GRAY	120	37	30	56.77	86.13	-29.36	|
PURPLE	180	17	23	26.09	66.04	-39.95	|
RED	60	49	41	75.19	117.71	-42.53	|
BLUE	40	166	146	254.72	419.18	-164.46	|
PINK/WHITE	221	18	69	27.62	198.11	-170.49	v
PINK	220	56	115	84.39	330.18	-245.78	Visit #2

Table 12
Decals Broken Down by Visit / Weighted Results

DECAL DESCRIPTION	DECAL CODE	VISIT #1	VISIT #2	0.6517 WEIGHTING #1	0.3483 WEIGHTING #2	DIFFERENCE	
BABY NOTION/PINS	12	93	12	142.70	34.45	108.25	Visit #1
SHAPES/STARS/DOTS	22	87	31	133.50	89.00	44.49	^
BALLOON	24	50	14	76.72	40.20	36.53	|
CLOUDS/SUN/MOON	32	35	6	53.71	17.23	36.48	|
CLOWN	30	23	3	35.29	8.61	26.68	|
RAINBOW	31	24	7	36.83	20.10	16.73	|
ALPHABET	7	19	5	29.15	14.36	14.80	|
TOYS/BLOCKS/KITES	2	100	52	153.44	149.30	4.15	|
SQUEAKY TOY	34	2	0	3.07	0.00	3.07	|
TOOLS	36	1	0	1.53	0.00	1.53	|
FOOD	3	14	7	21.48	20.10	1.38	|
STRIPES	23	47	25	72.12	71.78	0.34	|
ARMY	26	1	1	1.53	2.87	-1.34	|
NUMBERS MALE	9	0	1	0.00	2.87	-2.87	|
WINTER/SNOW/ETC.	28	0	3	0.00	8.61	-8.61	|
CARTOON	20	41	25	62.91	71.78	-8.86	|
BALLET SLIPPERS	25	0	4	0.00	11.48	-11.48	|
WORDS FEMALE	4	1	5	1.53	14.36	-12.82	|
NUMBERS NEUTRAL	10	1	6	1.53	17.23	-15.69	|
MALE PERSON	16	6	9	9.21	25.84	-16.63	|
ANIMAL	1	687	373	1054.17	1070.92	-16.75	|
FEMALE PERSON	17	13	15	19.96	43.07	-23.12	|
WORDS MALE	5	4	11	6.14	31.58	-25.44	|
WORDS NEUTRAL	6	27	24	41.43	68.91	-27.48	|
CHRISTMAS	29	16	22	24.55	63.16	-38.61	|
VEHICLES/WAGON	11	47	39	72.12	111.97	-39.86	|
HEARTS	19	26	31	39.90	89.00	-49.11	|
ATHLETIC EQUIPMENT	27	16	24	4.00	68.91	-64.91	|
RUFFLE	14	1	30	1.53	86.13	-84.60	|
LACE	13	0	30	0.00	86.13	-86.13	|
BOW/RIBBON	21	10	60	15.34	172.27	-156.92	v
FLOWER/TREES/PLANTS	18	40	120	61.38	344.53	-283.15	Visit #2

Table 13
Toys Broken down by Visit / Weighted Results

Toy Description	Article Number	VISIT #1	VISIT #2	0.6517 WEIGHTING #1	0.3483 WEIGHTING #2	DIFFERENCE	
RINGS	46	21	6	32.22	17.23	15.00	Visit #1
CLOWN	54	9	2	13.81	5.74	8.07	^
SUCTION CUP TOY	53	6	1	9.21	2.87	6.34	|
STUFFED - LION	61	6	1	9.21	2.87	6.34	|
ROCKING HORSE	56	4	0	6.14	0.00	6.14	|
STACK-UP RINGS	90	4	1	6.14	2.87	3.27	|
SEAL-STUFFED	93	2	0	3.07	0.00	3.07	|
HIPPO-STUFFED	85	2	0	3.07	0.00	3.07	|
STUFFED - FROG	64	2	0	3.07	0.00	3.07	|
BEAVER-STUFFED	84	2	0	3.07	0.00	3.07	|
SHAPE SORTER	57	5	2	7.67	5.74	1.93	|
STUFFED - GOOSE	62	1	0	1.53	0.00	1.53	|
PUZZLE	91	1	0	1.53	0.00	1.53	|
WAGON	55	1	0	1.53	0.00	1.53	|
BATH TOY	80	8	4	12.28	11.48	0.79	|
ACTIVITY BLANKET	50	6	3	9.21	8.61	0.59	|
MOUSE-STUFFED	86	2	1	3.07	2.87	0.20	|
RHINO-STUFFED	83	2	1	3.07	2.87	0.20	|
BALL	43	11	6	16.88	17.23	-0.35	|
BLOCKS	51	9	5	13.81	14.36	-0.55	|
STUFFED - GIRAFFE	63	3	2	4.60	5.74	-1.14	|
STUFFED - MONKEY	60	3	2	4.60	5.74	-1.14	|
STUFFED - BIRD	72	16	9	24.55	25.84	-1.29	|
PIG-STUFFED	89	1	1	1.53	2.87	-1.34	|
BASKETBALL	75	1	1	1.53	2.87	-1.34	|
BAT	48	1	1	1.53	2.87	-1.34	|
STUFFED - CAT	66	2	2	3.07	5.74	-2.67	|
CAR SEAT TOY	82	0	1	0.00	2.87	-2.87	|
TRUCK	97	0	1	0.00	2.87	-2.87	|
TOY CAR	94	0	1	0.00	2.87	-2.87	|
KEYS	47	11	7	16.88	20.10	-3.22	|
BOOMER RINGS	58	1	2	1.53	5.74	-4.21	|
STUFFED - DOG	67	15	10	23.02	28.71	-5.69	|
RUBBER DUCK	77	0	2	0.00	5.74	-5.74	|
STUFFED - BUNNY	70	9	7	13.81	20.10	-6.29	|
SQUEAKY TOY	81	9	7	13.81	20.10	-6.29	|
STUFFED - ELEPHANT	71	6	6	9.21	17.23	-8.02	|
FOOTBALL	73	0	3	0.00	8.61	-8.61	|
RATTLE	42	78	45	119.69	129.20	-9.51	|
STUFFED - FROG	65	0	4	0.00	11.48	-11.48	|
STUFFED - LAMB	69	6	9	9.21	25.84	-16.63	|
ACTIVITY BOARDS	49	9	11	13.81	31.58	-17.77	|
STUFFED - BEAR	68	75	48	115.08	137.81	-22.73	|
DOLL	45	7	15	10.74	43.07	-32.33	v
BOOK	52	26	27	39.90	77.52	-37.62	Visit #2

1. Color - white was the most common color, both prior and post birth. Pink, however, was most common in second visits, yet was still not as common as white. Overall white, yellow, yellow/white, green, and variegated (white/blue/pink/yellow) were most prevalent during the first visit. Pink, pink/white, blue, red, purple, gray, blue/pink/white, brown, and blue/white were more prevalent during the second visit. A larger variety of color appeared in post birth visits.
2. Decals - baby notions, shapes, balloons, clouds, moon and sun, clowns, and rainbows were more prevalent during first visits. Flowers/trees/plants, bows, ribbons, lace, ruffles, athletic equipment, hearts, vehicles, Christmas notions, male words, neutral words, female persons, animals, male persons, and numbers were more prevalent during second visits. Again, a larger variety of decals appeared post birth. Please note the importance of weighting. An example is that of the decal, animal. It appeared almost doubly in first visits, but in compensated form, they are less significantly different than second visits.
3. Toys - rings (rattle with circle rings on it) were the only most prevalent toy prior to birth. Stuffed lambs, activity boards, stuffed bears, dolls and books were more prevalent post birth.

Tables 14, 15, and 16 include the final factor of sex of infant on the occurrence of color, decal, or toy with the same weighting used with article frequency once the sex of the baby was known in the second visit. A check

Table 14
Colors Appearing by Sex / Second Visit / Weighted Results

COLOR DESCRIPTION	COLOR CODE	2ND VISIT ONLY 17 FEMALE	15 MALE	53.13% WEIGHTING FEMALE	46.88% WEIGHTING MALE	PERCENTAGE FEMALE	PERCENTAGE MALE	
WHITE/ORANGE	248	3	0	5.6	0.0	100.00%	0.00%	Female
WHITE/PURPLE	249	3	0	5.6	0.0	100.00%	0.00%	-
GRAY/PINK	122	2	0	3.8	0.0	100.00%	0.00%	|
WHITE/GREEN	244	2	0	3.8	0.0	100.00%	0.00%	|
RED/WHITE/GREEN	63	1	0	1.9	0.0	100.00%	0.00%	|
YELLOW/WHITE/ORANGE	19	1	0	1.9	0.0	100.00%	0.00%	|
PINK/GRAY	223	1	0	1.9	0.0	100.00%	0.00%	|
PINK/PURPLE	222	4	0	7.5	0.0	100.00%	0.00%	|
YELLOW/WHITE/PINK	22	1	0	1.9	0.0	100.00%	0.00%	|
PINK	220	112	1	210.8	2.1	99.00%	1.00%	|
PINK/WHITE	221	66	1	124.2	2.1	98.31%	1.69%	|
BLUE/PINK/WHITE	257	10	1	18.8	2.1	89.82%	10.18%	|
PURPLE	180	20	3	37.6	6.4	85.47%	14.53%	|
PURPLE/WHITE	182	6	1	11.3	2.1	84.11%	15.89%	|
WHITE/BLUE/PINK/YELLOW	255	20	4	37.6	8.5	81.52%	18.48%	|
PEACH	200	2	1	3.8	2.1	63.83%	36.17%	|
WHITE	240	185	133	348.2	283.7	55.10%	44.90%	|
GREEN	80	21	16	39.5	34.1	53.66%	46.34%	|
BROWN	140	19	18	35.8	38.4	48.22%	51.78%	|
WHITE/GRAY	246	2	2	3.8	4.3	46.88%	53.13%	|
BLUE/PINK	51	2	2	3.8	4.3	46.88%	53.13%	|
BLACK	100	1	1	1.9	2.1	46.88%	53.13%	|
BLACK/WHITE	101	1	1	1.9	2.1	46.88%	53.13%	|
YELLOW/GREEN	5	1	1	1.9	2.1	46.88%	53.13%	|
GREEN/WHITE	81	3	4	5.6	8.5	39.82%	60.18%	|
YELLOW/WHITE	2	4	6	7.5	12.8	37.04%	62.96%	|
BLUE/RED	43	2	3	3.8	6.4	37.04%	62.96%	|
GREEN/BLUE	82	2	3	3.8	6.4	37.04%	62.96%	|
YELLOW/BLACK	6	1	2	1.9	4.3	30.61%	69.39%	|
YELLOW/PURPLE	10	1	2	1.9	4.3	30.61%	69.39%	|
RED/GREEN	61	1	2	1.9	4.3	30.61%	69.39%	|
GRAY	120	9	21	16.9	44.8	27.44%	72.56%	|
RED	60	11	32	20.7	68.3	23.27%	76.73%	|
BLUE	40	35	114	65.9	243.2	21.32%	78.68%	|
WHITE/BLUE	242	12	47	22.6	100.3	18.39%	81.61%	|
WHITE/BLUE/RED	252	2	8	3.8	17.1	18.07%	81.93%	|
WHITE/BLACK	245	1	5	1.9	10.7	15.00%	85.00%	|
RED/GRAY	258	1	5	1.9	10.7	15.00%	85.00%	|
YELLOW	1	1	22	1.9	46.9	3.86%	96.14%	|
BLUE/GRAY	46	0	6	0.0	12.8	0.00%	100.00%	|
YELLOW/BLUE	3	0	5	0.0	10.7	0.00%	100.00%	|
BLUE/PEACH	50	0	1	0.0	2.1	0.00%	100.00%	|
YELLOW/RED	4	0	1	0.0	2.1	0.00%	100.00%	|
BLUE/GREEN	44	0	1	0.0	2.1	0.00%	100.00%	|
WHITE/BLUE/GREEN	253	0	1	0.0	2.1	0.00%	100.00%	|
RED/WHITE/BLACK	64	0	3	0.0	6.4	0.00%	100.00%	|
GREEN/GRAY	83	0	3	0.0	6.4	0.00%	100.00%	|
YELLOW/WHITE/GREEN	15	0	3	0.0	6.4	0.00%	100.00%	|
YELLOW/WHITE/PURPLE	20	0	1	0.0	2.1	0.00%	100.00%	|
YELLOW/WHITE/BLUE	13	0	3	0.0	6.4	0.00%	100.00%	|
WHITE/YELLOW	41	0	1	0.0	2.1	0.00%	100.00%	|
YELLOW/WHITE/GREEN/BLUE/PINK/PURPLE/ORANGE	30	0	1	0.0	2.1	0.00%	100.00%	v
YELLOW/WHITE/GREEN/BLUE/PINK	28	0	1	0.0	2.1	0.00%	100.00%	Male

Table 15
Decals Appearing by Sex / Second Visit / Weighted Results

DECAL DESCRIPTION	DECAL CODE	2ND VISIT ONLY 17 FEMALE	15 MALE	53.13% WEIGHTING FEMALE	46.88% MALE	PERCENTAGE FEMALE	MALE	
LACE	13	29	0	54.6	0.0	100.00%	0.00%	Female
BALLET SLIPPERS	25	4	0	7.5	0.0	100.00%	0.00%	-
RUFFLE	14	29	1	54.6	2.1	96.24%	3.76%	|
HEARTS	19	29	2	54.6	4.3	92.75%	7.25%	|
FLOWER/TREES/PLANTS	18	110	8	207.1	17.1	92.39%	7.61%	|
FEMALE PERSON	17	13	2	24.5	4.3	85.15%	14.85%	|
BOW/RIBBON	21	51	9	96.0	19.2	83.33%	16.67%	|
FOOD	3	4	1	7.5	2.1	77.92%	22.08%	|
WORDS FEMALE	4	4	1	7.5	2.1	77.92%	22.08%	|
ALPHABET	7	3	1	5.6	2.1	72.58%	27.42%	|
SHAPES/STARS/DOTS	22	22	9	41.4	19.2	68.32%	31.68%	|
CLOUDS/SUN/MOON	32	2	1	3.8	2.1	63.83%	36.17%	|
BALLOON	24	9	5	16.9	10.7	61.36%	38.64%	|
ANIMAL	1	169	167	318.1	366.3	47.17%	52.83%	|
NUMBERS NEUTRAL	10	3	3	5.6	6.4	46.88%	53.13%	|
RAINBOW	31	2	2	3.8	4.3	46.88%	53.13%	|
WORDS NEUTRAL	6	11	13	20.7	27.7	42.75%	57.25%	|
CHRISTMAS	29	8	14	15.1	29.9	33.52%	66.48%	|
TOYS/BLOCKS/KITES	2	18	32	33.9	68.3	33.17%	66.83%	|
CARTOON	20	8	15	15.1	32.0	32.00%	68.00%	|
BABY NOTION/PINS	12	4	8	7.5	17.1	30.61%	69.39%	|
STRIPES	23	8	17	15.1	36.3	29.34%	70.66%	|
VEHICLES/WAGON	11	7	31	13.2	66.1	16.61%	83.39%	|
MALE PERSON	16	1	8	1.9	17.1	9.93%	90.07%	|
WORDS MALE	5	1	10	1.9	21.3	8.11%	91.89%	|
NUMBERS MALE	9	0	1	0.0	2.1	0.00%	100.00%	|
WINTER/SNOW/ETC.	28	0	3	0.0	6.4	0.00%	100.00%	|
CLOWN	30	0	3	0.0	6.4	0.00%	100.00%	|
ATHLETIC EQUIPMENT	27	0	24	0.0	51.2	0.00%	100.00%	v
ARMY	26	0	1	0.0	2.1	0.00%	100.00%	Male

Table 16
Toys Appearing by Sex/Second Visit/Weighted Results

TOY DESCRIPTION	ARTICLE CODE	17 FEMALE	15 MALE	53.13% 46.88% WEIGHTING FEMALE	WEIGHTING MALE	PERCENTAGE FEMALE	PERCENTAGE MALE	
BOOMER RINGS	58	2	0	3.8	0.0	100.0%	0.0%	Female
SHAPE SORTER	57	2	0	3.8	0.0	100.0%	0.0%	^
STUFFED - GIRAFFE	63	2	0	3.8	0.0	100.0%	0.0%	|
STUFFED - LION	61	1	0	1.9	0.0	100.0%	0.0%	|
RHINO-STUFFED	83	1	0	1.9	0.0	100.0%	0.0%	|
MOUSE-STUFFED	86	1	0	1.9	0.0	100.0%	0.0%	|
CAR SEAT TOY	82	1	0	1.9	0.0	100.0%	0.0%	|
KEYS	47	6	1	11.3	2.1	84.1%	15.9%	|
BOOK	52	23	4	43.3	8.5	83.5%	16.5%	|
STUFFED - ELEPHANT	71	5	1	9.4	2.1	81.5%	18.5%	|
SQUEAKY TOY	81	5	1	9.4	2.1	81.5%	18.5%	|
DOLL	45	12	3	22.6	6.4	77.9%	22.1%	|
STUFFED - BIRD	72	6	3	11.3	6.4	63.8%	36.2%	|
ACTIVITY BOARDS	49	7	4	13.2	8.5	60.7%	39.3%	|
BLOCKS	51	3	2	5.6	4.3	57.0%	43.0%	|
RATTLE	42	23	21	43.3	44.8	49.1%	50.9%	|
STUFFED - BEAR	68	24	23	45.2	49.1	47.9%	52.1%	|
STUFFED - DOG	67	5	5	9.4	10.7	46.9%	53.1%	|
RINGS	46	3	3	5.6	6.4	46.9%	53.1%	|
CLOWN	54	1	1	1.9	2.1	46.9%	53.1%	|
STUFFED - MONKEY	60	1	1	1.9	2.1	46.9%	53.1%	|
STUFFED - CAT	66	1	1	1.9	2.1	46.9%	53.1%	|
STUFFED - LAMB	69	4	5	7.5	10.7	41.4%	58.6%	|
STUFFED - BUNNY	70	3	4	5.6	8.5	39.8%	60.2%	|
BALL	43	2	4	3.8	8.5	30.6%	69.4%	|
STUFFED - FROG	65	1	3	1.9	6.4	22.7%	77.3%	|
BATH TOY	80	1	3	1.9	6.4	22.7%	77.3%	|
STACK-UP RINGS	90	0	1	0.0	2.1	0.0%	100.0%	|
TOY CAR	94	0	1	0.0	2.1	0.0%	100.0%	|
ACTIVITY BLANKET	50	0	3	0.0	6.4	0.0%	100.0%	|
PIG-STUFFED	89	0	1	0.0	2.1	0.0%	100.0%	|
BAT	48	0	1	0.0	2.1	0.0%	100.0%	|
SUCTION CUP TOY	53	0	1	0.0	2.1	0.0%	100.0%	|
BASKETBALL	75	0	1	0.0	2.1	0.0%	100.0%	|
FOOTBALL	73	0	3	0.0	6.4	0.0%	100.0%	|
RUBBER DUCK	77	0	2	0.0	4.3	0.0%	100.0%	v
TRUCK	97	0	1	0.0	2.1	0.0%	100.0%	Male

was done to see if more gifts were given to females or males after birth. The results were insignificant; 52.47% female to 47.53% male. Results are as follows:

Color

1. White/orange, white/purple, purple/pink, white/pink, gray/pink, white/green, red/white/green, yellow/white/ orange, pink/gray, and yellow/white/pink were only found in articles obtained for female infants post birth.
2. Yellow/white/green/blue/pink, yellow/white/green/blue/pink/purple/ orange, white/yellow, yellow/white/blue, yellow/white/purple, yellow/ white/green, green/gray, red/white/black, white/blue/green, blue/ green, yellow/ red, blue/peach, yellow/blue, and blue/gray were only found in articles obtained for male infants post birth.
3. White/blue/pink/yellow, purple/white, purple, blue/ pink/white, pink/white, and pink were significantly more prevalent colors given to female infants based on 75% significance or more post birth.
4. Red, blue, blue/white, red/white/blue, white/black, red/gray, and yellow were given to male infants in articles post birth more prevalently than female infants based on 75% or greater levels.

Decals

1. Lace and ballet slippers as decals were given solely to female infants.
2. Military paraphernalia, athletic equipment, clowns, winter/snow, number/male (i.e., on jerseys) were given solely to male infants.
3. Words/females (i.e., "daddy's girl"), food, bows/ ribbons, female persons, flowers/trees/plants, hearts, and ruffles were given to

female infants significantly more often than to male infants based on 75% or greater levels.

4. Vehicles/wagons were given to male infants as decals significantly more often than female infants, at 75% or greater levels.

Toys

1. Shape sorters, boomerings, stuffed giraffe, stuffed lion, stuffed mouse, car seat toy, and stuffed rhinoceros were toys given solely to a female infant post birth.
2. Truck, stack up rings, stuffed pig, football, activity blanket, suction cup toy, bat, rubber duck, basketball, and toy car were given solely to a male infant post birth.
3. Dolls, squeaky toys, stuffed elephant, books, and key - rattles were given to female infants more significantly than male infants based on a figure of 75% or greater.
4. Stuffed frogs and bath toys were given to male infants more significantly than female infants, based upon 75% or greater.

Toys can also be derived from Table 7. Conclusions will follow in Chapter V.

CHAPTER V - DISCUSSION

Society is defining their infants through colors, toys, and decals they deem appropriate for one sex or the other. A wider range of colors, in terms of the number of them, are allowed for male infants. In color, in terms of numbers of them, white, orange, purple, pink, gray, green, red, yellow, and blue, nine in total, were 75% more prevalent in female infants. Whereas colors yellow, white, green, blue, pink, purple, orange, gray, red, black, and peach, eleven in total, were 75% more prevalent in male articles. However, pink and purple were only found when in a variegated form, such as a blanket, for male infants. Pink and/or purple are never the sole color(s) for an article of clothing for a male. Females have crossed over to wearing slacks, while males have not crossed over to having dresses viewed as acceptable apparel for them.

Decals became a more marked sign of sex differences in what is appropriate for females versus male infants. Female infants had a wider variety in this case (lace, ballet slippers, words/ female, food, bows/ribbons, female persons, flowers/trees/plants, hearts, and ruffles), but it reflected those things already considered as traditionally feminine. Male infants likewise reflected traditionally masculine notions; military paraphernalia, athletic equipment, clowns (as substitute for dolls?), winter/snow, number/male, and vehicles.

Sex also "colored" the type toy received post birth. Stuffed animals were more prevalent for female infants and toys allowing for more active involvement; truck, car, stack up rings, football, activity blanket, bat, suction cup toy, rubber duck, and basketball. Shapes sorters were the only involvement toy

included for females. Books were more prevalent for females which also suggest sedentary involvement.

Another of the researcher's hypotheses was not founded. Female infants are not allowed a wider range of colors, decals, and toys once the knowledge of their sex is known. Note that the articles obtained prior to birth were mostly yellow, white, green, and variegated, acceptable for both sexes. Baby notions, shapes, balloons, clowns, moons, suns, clouds, and rainbows, all as decals, were acceptable for a baby prior to knowing its sex, and a ring rattle was the only toy prevalently accepted for both sexes prior to birth and knowledge of sex. Male and female infants begin to overtly look different by the color of clothing and the decals included on those clothes. They likewise begin seeing and manipulating unlike toys. The "roots" for their instilled behaviors by age two on up have begun. This research, thus, has done what it has intended to - find the tangible root, those we can see, of sex-typing that emerge by age two on up.

Consideration must be given for the virtually all white, all married population used in this study. Further study could be done with a larger population as well as more single parent and multi-racial populations. Unresolved questions remain: Is it okay to sex-type? Rosenberg writes "most cultures have preferred to maximize sex differences rather than reduce them. It could be, therefore, that though some of today's sex differences may disappear, others may arise, for men and women may well invent new techniques for polarization. Our present typology may not be a simply psychometric error or a cultural habit. It may be that a society without sex stereotypes is much less interesting and productive than societies with definitions of sex role behavior". (Rosenberg, 1972, p. 90) Also, why do fathers seem to support sex

appropriate behaviors as different for each sex? Further research with fathers must be done to find the possible foundations of their behaviors.

This researcher prefers to accept the idea that sex stereotypes must be brought to our conscious whenever possible - not to lambaste, but to grow from. Beware of stifling someone's true interest based on their "male or femaleness" just because it is not according to the norm. Allow children to learn the differences between males and females as ever changing and based more on an individual basis rather than because of "male or femaleness." Jeanne Block illustrates sex role development as a life long process as she integrates it into the series of Loevinger's Ego Developmental Stages. This researcher finds this a refreshing view that compliments her own.

Stages	Loevinger's Ego Development	Block Sex Role Development
1. Self/non-self	1. Autistic	1. Non pertinent yet
2. Impulse ridden	2. Dependent, bodily feelings met first	2. Gender identity
3. Self-protective	3. Manipulative, controlled	3. Self-enhancement
4. Conformity	4. Superficial, appearance is important	4. Sex-role stereotypes
5. Consciousness	5. Self-respect	5. Being an example to others with internalized values
6. Autonomous	6. Self-fulfillment	6. Learning to cope with aspects of oneself that are both masculine and feminine
7. Integrated	7. Stage 5 plus, stage 6, plus identity	7. Androgynous sex role definition - individually define sex roles, integrating both male and female aspects of oneself

Levels 1-3 are infancy to early childhood.
Levels 4-7 are school age to adulthood.
(Block, 1973, p. 513)

Unfortunately, few people reach stage seven, and most are at stage three or four, in this researcher's view. Another study perhaps?

How wonderful it would be to allow all people to become one's self with an individually defined sex role. The results from this study, as optimistic as it began, show we have a long way to grow.

BIBLIOGRAPHY

Baker, S. W., and Ehrhardt, A. A. "Prenatal Androgen, Intelligence, and Cognitive Sex Differences." In Sex Differences in Behavior, ed. R. C. Friedman, R. M. Richart, and R. L. Van de Wiele. New York: Wiley, 1974.

Birns, B. "The Emergency and Socialization of Sex Differences in the Earliest Years." Merrill-Palmer Quarterly 22 (1976): 229-252.

Block, J. H. "Conceptions of Sex Role: Some Cross Cultural and Longitudinal Perspectives." American Phychologist 28 (1973): 512-529.

Bower, T. G. R. A Primer of Infant Development. San Francisco: W. H. Freeman and Company, 1977.

Brooks-Gunn, J. B., and Matthews, W. S. He and She: How Children Develop Their Sex-Role Identity. Englewood Cliffs, N.J.,: Prentice-Hall, 1979.

Cherry, L., and Lewis, M. "Mothers of Two-Year-Olds: A Study of Sex Differentiated Aspects of Verbal Interaction." Developmental Psychology 12 (1976): 278-282.

Condry, J. and Condry, S. "Sex Differences: A Study of the Eye of the Beholder." Child Development 47 (1976): 812-819.

Daiken, Leslie Children's Toys Throughout The Ages. London: Springs Books, 1963.

Emmerich, E.; Goldman, K. S.; Kirsch, B.; and Sharabany, R. "Evidence for a Transitional Phase in the Development of Gender Constancy." Child Development 48 (1977): 930-936.

Etaugh, C.; Collins, G.; and Gerson, A. "Reinforcement of Sex-Typed Behaviors of Two-Year-Old Children in a Nursery School Setting." Developmental Psychology 11 (1975): 255.

Fagot, B. I. "Sex-Related Stereotyping of Toddlers' Behaviors." Developmental Psychology 9 (1973): 429.

Fagot, B. I. "Sex Differences in Toddlers' Behaviors and Parental Reaction." Developmental Psychology 10 (1974): 554-558.

Fagot, B. I. "The Influence of Sex of Child on Parental Reactions to Toddler Children." Child Development 49 (1978a): 459-465.

Fagot, B. I., and Kronsberg, S.J. "Sex Differences: Biological and Social Factors Influencing the Behavior of Young Boys and Girls." In The Young Child: Reviews of Research, Vol. 3, ed. S. G. Moore and C. R. Cooper, Washington, D.C.: National Association for the Education of Young Children, 1982.

Fagot, B. I., and Patterson G., "An In Vivo Analysis of Reinforcing Contingencies for Sex-Role Behaviors in the Preschool Child." Developmental Psychology 1 (1969): 563-568.

Feiring, C., and Lewis, M. "Sex and Age Differences in Young Children's Reactions to Frustration: A Further Look at the Goldberg and Lewis Subjects." Child Development 50 (1979): 848-853.

Frisch, H. L. "Sex Stereotypes in Adult-Infant Play" Child Development 48 (1977): 1671-1675.

Goldberg, S., and Lewis, M. "Play Behavior in the Year-Old Infant: Early Sex Differences." Child Development 40 (1969): 21-31.
Honig, A. S. "Research in Review: Sex Role Socialization in Early Childhood." Young Children 38 (1983): 57-70.
Honig, A. S., and Wittmer, D. S. "Caregiver Techniques and Sex of Toddler." Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, April 1981.
Honig, A. S., and Wittmer, D. S. "Early Signs of Sex Stereotyping among Day Care Toddlers." Paper presented at the Seventh Biennial Southeastern Conference on Human Development, Baltimore, April 1982a.
Kerr, Rose, and Netzong 100 Years of Costumes in America. Worchester, Mass.: Davis Press, 1963.
Kohlberg, L., and Ullian, Dorothy Z. "Stages in the Development of Psychosexual Concepts and Attitudes." In Sex Differences in Behavior, ed. R.C. Friedman, R. M. Richard, and R. L. Vande Wiele. New York: Wiley, 1974.
Korner, A. F. "Sex Differences in Newborns with Special Reference to Differences in the Organization of Oral Behavior." Journal of Child Psychology and Psychiatry 14 (1973): 19-29.
Langlois, J. H. and Down A. C. "Mothers, Fathers, and Peers as Socialization Agents of Sex-Typed Play Behaviors in Young Children." Child Development 51 (1980): 1237-1247.
Labell, Cecil and Winifred Clothes Tell a Story. New York: Parents Magazine Press, 1971.
Laosa, L. M., and Brophy, J. E. "Effects of Sex and Birth Order of Sex-Role Development and Intelligence among Kindergarten Children." Developmental Psychology 6 (1972): 409-415.
Laver, June The Concise History of Costume and Fashion. New York: Harry N. Abrams, Inc., 1951.
Maccoby, E. E. and Jacklin, C. N. The Psychology of Sex Differences. Stanford, Calif.: Stanford University Press, 1974.
Money, J., and Ehrhardt, A. A. Man and Woman, Boy and Girl. Baltimore: Johns Hopkins University Press, 1972.
Morgan, C. T. and King R. A. Introduction to Psychology. New York: McGraw-Hill Book Company, 1975.
Moss, H. A. "Eary Sex Differences and Mother-Infant Interaction." In Sex Differences in Behavior, ed. R. C. Friedman, R. M. Richard, and R. L. Vande Wiele. New York: Wiley, 1974.
Peterson, A. C., and Bell, K. Q. "Sex Differences in Preschool Children Without Histories of Complications of Pregnancy and Delivery." Developmental Psychology 3 (1970): 10-15.
Peterson, F. A., and Wittig, M. A. "Sex-Related Differences in Cognitive Functioning, an Overview." In Sex-Related Differences in Developmental Issues, ed. A. C. Petterson and M. A. Wittig. New York: Academic Press, 1979.
Pogrebin, L. C. "Non-Sexist Parenting at Home and at School." In Perspectives on Non-Sexist Early Childhood Education, ed. B. Sprung. New York: Teachers College Press, 1978.
Rheingold, H. L. and Cook, K. U. "The Content of Boys' and Girls' Rooms as an Index of Parents' Behavior." Child Development 46 (1975): 459-463.

Rosenberg, B. G., and Sutton-Smit, B. Sex and Identity. New York: Hold, Rinehart and Winston, Inc., 1972.
Rosenthal, M. K. "Sex Differences in Simultaneous Mothers-Neonate Interaction During Breast-Feeding." Paper presented at the Meeting of the Society for Research in Child Development, Boston 1981.
Rubin, J. Z.; Provenzano, F. J.; and Luria, Z. "The Eye of the Beholder. Parents' Views on Sex of Newborns." American Journal of Orthopsychiatry 44 (1974): 512-519.
Serbin, L. A.; O'Leary, K. D.; Kent, R. N.; and Tonick, E. J. "A Comparison of Teacher Response to Preacademic and Problem Behavior of Boys and Girls." Child Development 22 (1973): 796-804.
Smith, C., and Loyd, B. "Maternal Behavior and Perceived Sex of Infant: Revisited." Child Development 49 (1978): 1263-1263.
Thompson, S. K. "Gender Labels and Early Sex Role Development." Child Development 46 (1975): 339-347.
Warwick; Pitz; Wyckoff Early American Dress. New York: Benjamin Blom, 1965.
Will, J. A.; Self, P. A.; and Datan, N. "Maternal Behavior and Perceived Sex of Infant." American Journal of Orthopsychiatry 46 (1976): 135-139.

Appendix A
Demographics of Population

Marital Status:

1. _____ Married _____ Single

Race:

2. _____ Hispanic _____ Caucasian _____ Other

_____ Black _____ Oriental

Education

3.

Wife		Husband
_____	Uncompleted High School	_____
_____	High School Graduate	_____
_____	Less than Two Years College	_____
_____	Junior College (Two Year)	_____
_____	College Graduate (Four Year)	_____
_____	Post Graduate Work	_____
_____	Graduate Degree MA/MS	_____
_____	Doctoral Work	_____
_____	Doctorate	_____

Income Level:

5. If both work, please combine incomes.

0	-	10,000	_____
10,001	-	20,000	_____
20,001	-	30,000	_____
30,001	-	40,000	_____
40,001	-	50,000	_____
50,001	-	60,000	_____
60,001	-	70,000	_____
70,000	-	over	_____

Age:

6. Wife _____

Husband _____

7. If married, how long? _____

Appendix B
Legal Release Form

I (We), _____
do hereby allow data collected by Master's Degree Candidate, Carol A. Hillman from Oakland University in Rochester, Michigan, to be released for completion of a research study on buying habits prior to and post birth of our newborn.

Under the supervision of Dr. Anne Cairns - Federlein, Mrs. Hillman will collect data from our purchases and gifts prior to and after our baby has been born. It is understood that we will receive a research summary upon completion of the project.

Research results will be used for educational purposes only.

Signed,

_____

_____

Date _____

Appendix C

Thesis Data Collection Sheet

Prior to birth of baby/ Post birth of baby - Circle one

Number:
Page:

G = Gift
P = Parent

Article	Color	Decal	G or P

Appendix D

Breakdown of Gifts v. Parent Purchase
by Individual I.D. Number

Population ID Number: 01

1. Total Number of All Items Obtained: 95

			Number	Percent
2.	Prior Birth	- Gifts:	7	7%
		Parent:	49	52%
3.	Post Birth	- Gifts:	37	39%
		Parent:	2	2%

Population ID Number: 02

1. Total Number of All Items Obtained: 154

			Number	Percent
2.	Prior Birth	- Gifts:	79	51%
		Parent:	22	14%
3.	Post Birth	- Gifts:	53	34%
		Parent:	0	0%

Population ID Number: 03

1. Total Number of All Items Obtained: 101

			Number	Percent
2.	Prior Birth	- Gifts:	24	24%
		Parent:	38	38%
3.	Post Birth	- Gifts:	29	29%
		Parent:	10	10%

Population ID Number: 05

1. Total Number of All Items Obtained: 116

			Number	Percent
2.	Prior Birth	- Gifts:	72	62%
		Parent:	1	1%
3.	Post Birth	- Gifts:	43	37%
		Parent:	0	0%

Population ID Number: 06

1. Total Number of All Items Obtained: 146

			Number	Percent
2.	Prior Birth	- Gifts:	110	75%
		Parent:	4	3%
3.	Post Birth	- Gifts:	26	18%
		Parent:	6	4%

Population ID Number: 08

1. Total Number of All Items Obtained: 137

			Number	Percent
2.	Prior Birth	- Gifts:	99	72%
		Parent:	1	1%
3.	Post Birth	- Gifts:	37	27%
		Parent:	0	0%

Population ID Number: 09

1. Total Number of All Items Obtained: 159

			Number	Percent
2.	Prior Birth	- Gifts:	82	52%
		Parent:	58	36%
3.	Post Birth	- Gifts:	17	11%
		Parent:	2	1%

Population ID Number: 10

1. Total Number of All Items Obtained: 37

			Number	Percent
2.	Prior Birth	- Gifts:	12	32%
		Parent:	9	24%
3.	Post Birth	- Gifts:	15	41%
		Parent:	1	3%

Population ID Number: 11

1. Total Number of All Items Obtained: 98

			Number	Percent
2.	Prior Birth	- Gifts:	61	62%
		Parent:	0	0%
3.	Post Birth	- Gifts:	36	37%
		Parent:	1	1%

Population ID Number: 13

1. Total Number of All Items Obtained: 91

			Number	Percent
2.	Prior Birth	- Gifts:	50	55%
		Parent:	11	12%
3.	Post Birth	- Gifts:	30	33%
		Parent:	0	0%

Population ID Number: 14

1. Total Number of All Items Obtained: 74

			Number	Percent
2.	Prior Birth	- Gifts:	5	7%
		Parent:	23	31%
3.	Post Birth	- Gifts:	45	61%
		Parent:	1	1%

Population ID Number: 15

1. Total Number of All Items Obtained: 147

			Number	Percent
2.	Prior Birth	- Gifts:	66	45%
		Parent:	23	16%
3.	Post Birth	- Gifts:	55	37%
		Parent:	3	2%

Population ID Number: 16

1. Total Number of All Items Obtained: 140

			Number	Percent
2.	Prior Birth	- Gifts:	104	74%
		Parent:	17	12%
3.	Post Birth	- Gifts:	19	14%
		Parent:	0	0%

Population ID Number: 18

1. Total Number of All Items Obtained: 42

			Number	Percent
2.	Prior Birth	- Gifts:	8	19%
		Parent:	11	26%
3.	Post Birth	- Gifts:	21	50%
		Parent:	2	5%

Population ID Number: 19

1. Total Number of All Items Obtained: 125

			Number	Percent
2.	Prior Birth	- Gifts:	42	34%
		Parent:	0	0%
3.	Post Birth	- Gifts:	83	66%
		Parent:	0	0%

Population ID Number: 20

1. Total Number of All Items Obtained: 94

			Number	Percent
2.	Prior Birth	- Gifts:	63	67%
		Parent:	0	0%
3.	Post Birth	- Gifts:	25	27%
		Parent:	6	6%

Population ID Number: 21

1. Total Number of All Items Obtained: 121

			Number	Percent
2.	Prior Birth	- Gifts:	53	44%
		Parent:	14	12%
3.	Post Birth	- Gifts:	54	45%
		Parent:	0	0%

Population ID Number: 22

1. Total Number of All Items Obtained: 53

			Number	Percent
2.	Prior Birth	- Gifts:	27	51%
		Parent:	3	6%
3.	Post Birth	- Gifts:	23	43%
		Parent:	0	0%

Population ID Number: 23

1. Total Number of All Items Obtained: 101

			Number	Percent
2.	Prior Birth	- Gifts:	43	43%
		Parent:	44	44%
3.	Post Birth	- Gifts:	14	14%
		Parent:	0	0%

Population ID Number: 24

1. Total Number of All Items Obtained: 119

			Number	Percent
2.	Prior Birth	- Gifts:	33	28%
		Parent:	0	0%
3.	Post Birth	- Gifts:	86	72%
		Parent:	0	0%

Population ID Number: 25

1. Total Number of All Items Obtained: 79

			Number	Percent
2.	Prior Birth	- Gifts:	48	61%
		Parent:	13	16%
3.	Post Birth	- Gifts:	18	23%
		Parent:	0	0%

Population ID Number: 26

1. Total Number of All Items Obtained: 137

			Number	Percent
2.	Prior Birth	- Gifts:	92	67%
		Parent:	9	7%
3.	Post Birth	- Gifts:	36	26%
		Parent:	0	0%

Population ID Number: 27

1. Total Number of All Items Obtained: 98

			Number	Percent
2.	Prior Birth	- Gifts:	61	62%
		Parent:	12	12%
3.	Post Birth	- Gifts:	23	23%
		Parent:	2	2%

Population ID Number: 28

1. Total Number of All Items Obtained: 164

			Number	Percent
2.	Prior Birth	- Gifts:	100	61%
		Parent:	9	5%
3.	Post Birth	- Gifts:	45	27%
		Parent:	10	6%

Population ID Number: 29

1. Total Number of All Items Obtained: 152

			Number	Percent
2.	Prior Birth	- Gifts:	116	76%
		Parent:	0	0%
3.	Post Birth	- Gifts:	36	24%
		Parent:	0	0%

Population ID Number: 30

1. Total Number of All Items Obtained: 62

			Number	Percent
2.	Prior Birth	- Gifts:	19	31%
		Parent:	28	45%
3.	Post Birth	- Gifts:	12	19%
		Parent:	3	5%

Population ID Number: 32

1. Total Number of All Items Obtained: 112

			Number	Percent
2.	Prior Birth	- Gifts:	53	47%
		Parent:	11	10%
3.	Post Birth	- Gifts:	36	32%
		Parent:	12	11%

Population ID Number: 33

1. Total Number of All Items Obtained: 191

			Number	Percent
2.	Prior Birth	- Gifts:	55	29%
		Parent:	83	43%
3.	Post Birth	- Gifts:	40	21%
		Parent:	13	7%

Population ID Number: 34

1. Total Number of All Items Obtained: 123

			Number	Percent
2.	Prior Birth	- Gifts:	56	46%
		Parent:	13	11%
3.	Post Birth	- Gifts:	46	37%
		Parent:	8	7%

Population ID Number: 35

1. Total Number of All Items Obtained: 127

			Number	Percent
2.	Prior Birth	- Gifts:	54	43%
		Parent:	23	18%
3.	Post Birth	- Gifts:	50	39%
		Parent:	0	0%

Population ID Number: 36

1. Total Number of All Items Obtained: 133

			Number	Percent
2.	Prior Birth	- Gifts:	92	69%
		Parent:	8	6%
3.	Post Birth	- Gifts:	32	24%
		Parent:	1	1%

Population ID Number: 37

1. Total Number of All Items Obtained: 66

			Number	Percent
2.	Prior Birth	- Gifts:	41	62%
		Parent:	16	24%
3.	Post Birth	- Gifts:	0	0%
		Parent:	9	14%